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ABSTRACT

The 12 lessons in this collection are designed so that they may be used individually, integrated into the curriculum at appropriate places, or used as a complete unit. The lessons are entitled: (1) Impressions of Germany and Germans; (2) The Location and Population of Germany; (3) Pollution in Germany: A Complex Problems; (4) German Political Unity and Disunity; (5) Religion in German History: Conflicts and Harmony; (6) German Economic System; (7) Germany and the European Community; (8) Comparing the "Two Germanies"; (9) German Unification; (10) Structure of Government in the Federal Republic of Germany; (11) Comparing Constitutions; and (12) Policies of the "New" Country. Each lesson begins with an outline for teaching that includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons were developed as a result of study/travel seminars attended by a group of Georgia (U.S.) educators during the summers of 1989 and 1991. An appendix contains geographical information on Germany and the United States, as well as a list of sources of information on the Federal Republic of Germany. (DB)

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GERMANY

The Search for Unity

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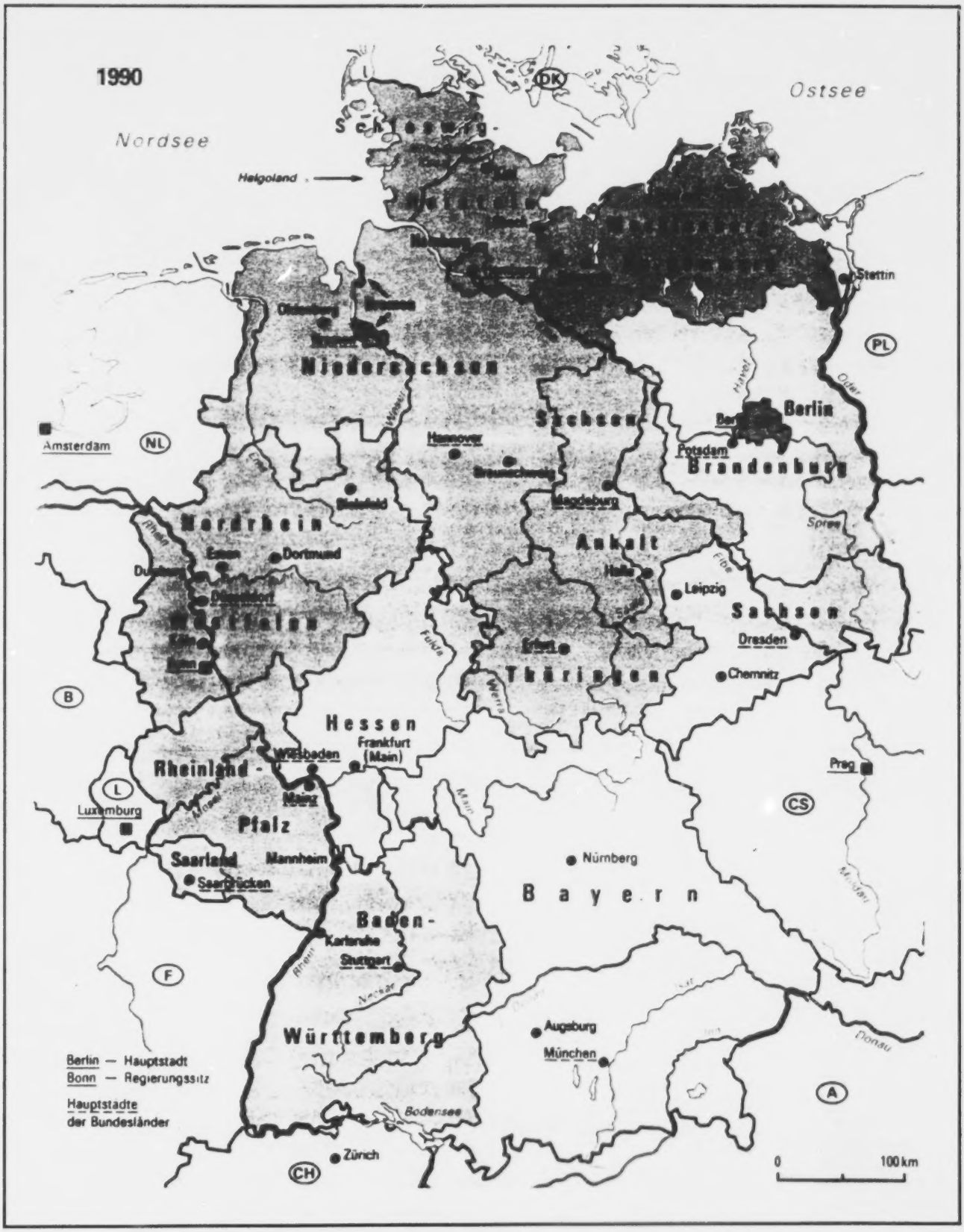
The Federal Republic of Germany 1990



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GERMANY
The Search for Unity

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GERMANY
The Search for Unity

Introduction

This collection of lessons was developed as a result of study/travel seminars attended by a group of Georgia educators during the summers of 1989 and 1991. One goal of the project was to develop and disseminate exemplary lessons for teaching about the Federal Republic of Germany. These lessons were excerpted and revised from a work entitled "Germany and Georgia: Partners for the Future." The editors would also like to recognize and thank Dr. Martin Seletzky for use of his materials in the lesson entitled "Policies of the Unified Country."

These lessons are designed so that they may be used individually, integrated into the curriculum at appropriate places, or used as a complete unit. The teacher should adjust the materials to accommodate the needs, interests, and performance levels of students in their classrooms. Each lesson begins with an outline for teaching which includes instructional objectives, a list of necessary materials, and a sequenced list of procedures for using the activities provided with the lesson. The lessons provide the teacher with most of the materials needed for implementation.

The development, printing and distribution of these instructional materials was funded by the Geothe House New York. The study/travel programs were made possible through financial support from the Foreign Office of the Federal Republic of Germany.

These materials may be reproduced by teachers and school systems for classroom use.

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The Search for Unity

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These lessons were excerpted and revised from a work entitled "Germany and Georgia: Partners for the Future." The Project Participants listed below made significant contributions to the development of these instructional materials.

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GERMANY
The Search for Unity

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TOPIC: **INTRODUCTION TO GERMANY**

LESSON 1: **Impressions of Germany and Germans**

LESSON OBJECTIVES: The student will be able to:

- list impressions and give opinions of Germany and the Germans.
- use photographic and other information sources to test, verify, and revise initial impressions.

MATERIALS AND RESOURCES:

Activity 1: Handout 1.1 "Impressions of Germany and the Germans"
Activity 2: Photos, pamphlets, posters, current news stories about Germany

ACTIVITIES:

Activity 1

Have students complete the inventory of impressions, Handout 1.1. Solicit student responses immediately after completion. Record the responses to Section I on the chalkboard and tally the responses to Sections II and III on a transparency of the handout. Probe students as to reasons for their responses. Ask what evidence they would need to verify their views. Conclude the activity by asking students to summarize the results. Suggest they create a short story of the results of the survey as it might appear in a newspaper article.

NOTE: This activity could be repeated upon completion of the unit of study. Save these "pre-study" results for comparison to "post-study" impressions of students.

Activity 2

Obtain many different resources, especially photographs from periodicals, current news media and the German Consulate. Display the materials and/or create resource packets or a resource box to be used by students to interpret and analyze. If you used Activity 1 (Handout 1.1) do not display any materials until after students complete the inventory. Have students search for evidence in the materials to test their initial impressions and either verify or revise them where appropriate.

IMPRESSIONS OF GERMANY AND THE GERMANS

I. Complete the following statements:

1. When I think of Germany, I think of . . .

2. When I think of German people, I think they are . . .

II. Which statements are your opinions? Check YES, NO, or NOT SURE after each one.

1. Germany is a friend of the United States.

___YES ___ NO ___NOT SURE

2. Germany's industry is a threat to the economic well-being of the United States.

___YES ___ NO ___NOT SURE

3. Germany is as democratic and its people as free as the United States and its citizens.

___YES ___ NO ___NOT SURE

4. A united Germany poses a military threat to its neighbors.

___YES ___ NO ___NOT SURE

III. Circle the word in each pair that most closely describes your views of Germans.

Hard-working.....Lazy
Progressive.....Traditional
Artistic.....Technical minded
Honest.....Untrustworthy
Well-educated.....Ignorant
Quiet/reserved.....Loud/pushy
Efficient.....Unorganized
Peace loving.....Warlike
Religious.....Worldly
Standoffish.....Friendly
Defiant.....Obedient

TOPIC: **GEOGRAPHY AND ENVIRONMENT**

LESSON 2: **The Location and Population of Germany**

LESSON OBJECTIVES: The student will be able to:

- locate Germany on various maps.
- identify Germany's border countries.
- identify the political divisions within Germany.
- compare the population density of Germany with states in the U.S.
- explain problems associated with densely populated regions.

MATERIALS AND RESOURCES:

Activity 1: Handout 2.1 "The World" Outline Map
Worksheet 2.1 "Germany's Location in the World"
Activity 2: Handout 2.2 "Europe" Outline Map
Worksheet 2.3 "The Location of Germany in Europe"
Activity 3: Teacher Resource 2.1 "Map of Germany"
Teacher Resource 2.2 "Map of Alabama, Georgia, and South Carolina
Teacher Resource 2.3 "Map of the Southeastern United States"

ACTIVITIES:

Activity 1
Distribute copies of the world map (Handout 2.1). Using a large, pull-down map, show students the location of Germany and ask them to mark it on their maps. Because all maps found in schools may not yet show one Germany, explain that from 1949 to 1990 Germany was divided into two parts: West (Federal Republic of Germany) and East (German Democratic Republic). Discuss the location of Germany relative to the United States and to your state. For example, examine latitudes which cross both Germany and North America. Discuss student impressions of what types of climatic characteristics are associated with these latitudes.

Distribute Worksheet 2.1, "Germany's Location in the World" to reinforce class discussion. The world map will be needed to complete the activity along with crayons, color pencils, or markers.

Activity 2
Distribute copies of the map of "Europe," Handout 2.2, and help students locate and label Germany in the center of Europe. Assign students to work in groups to complete the map and Worksheet 2.3, "The Location of Germany in Europe." When students have completed the activity sheet, discuss responses and the importance of location for a country with regard to trade and transportation.

Activity 3
Use an overhead projector and transparencies made from Teacher Resources 2.1, 2.2, and 2.3 to complete this activity.

Place a transparency of Teacher Resource 2.1 on the overhead projector. Explain that it is an outline map of Germany. Tell students that the area of Germany is

approximately 137,772 square miles. To compare this to the United States, overlay Teacher Resource 2.2 and put the following information on the board:

Georgia	58,876 square miles
South Carolina	31,055 square miles
Alabama	51,609 square miles
TOTAL	141,540 square miles

Focus on the fact that these three states have an area very close to that of Germany.

In order to help students understand population density, explain that population density is the number of people in a given space. Ask the students the population density of the classroom (e.g. 23 people in one classroom). Explain that population densities are usually given for countries in numbers of people per square mile. In order to compute this value, the population and area of the country are needed.

Give students the following population information from 1990:

Georgia	6,500,000	}
Alabama	4,100,000	}-----Subtotal = 14,100,000
South Carolina	3,500,000	}
Arkansas	2,300,000	
Florida	13,000,000	
Kentucky	3,700,000	
Louisiana	4,200,000	
Mississippi	2,600,000	
North Carolina	6,700,000	
Oklahoma	3,100,000	
Tennessee	4,900,000	
Texas	17,100,000	
Virginia	6,200,000	
TOTAL	77,900,000	
Germany	77,454,000	

Assign students to compute the population density of Georgia; Georgia, Alabama, and South Carolina combined; and Germany by dividing the population by the area. Answers are as follows (persons per square mile):

Georgia	110.4
Georgia, Alabama, and South Carolina	99.6
Germany	562.2

Discuss the students' responses and then overlay Teacher Resource 2.3 on top of 2.1 and 2.2. Explain that if all the people of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia moved to Georgia, Alabama, and South Carolina, these states would have a population density approximately the same as Germany.

Discuss the problems associated with high population density (housing, food, transportation). Ask students to speculate as to how their lives would be different if they lived in a high density area.

13

THE WORLD

12

Name:_____

GERMANY'S LOCATION IN THE WORLD

Directions: Complete the activities below. You may need a textbook, an atlas, or other resources to help you.

A. Complete the following on a copy of a world outline map.

1. Locate Germany and color it yellow. Label it "FRG" which stands for its official name: Federal Republic of Germany.
2. Outline the continent of Europe in black. Label the area "Europe."
3. Locate the United States. Color it blue and label it "USA" (don't forget Alaska and Hawaii).
4. Mark YOUR state with a red shaded area.
5. Outline and label the continent of North America in black.
6. Label the two oceans that separate North America from Europe.

B. Use the map to answer these questions about YOUR state and the country of Germany. Put a check under the correct column to answer each question.

	YOUR STATE	GERMANY
1. Which is the most northerly?	_____	_____
2. Which has an overall cooler climate?	_____	_____
3. Which is east of 0^{o} longitude?	_____	_____
4. Which is south of 40^{o} latitude?	_____	_____
5. Which is closest to the Equator?	_____	_____

C. Answer the following using information on your map.

1. What is the approximate distance (in miles) from your state to Germany? _____
2. What continent is south of Europe? _____
3. What continent is east of Europe? _____
4. What is the nearest ocean to Germany? _____

EUROPE

Name:_____

THE LOCATION OF GERMANY IN EUROPE

Directions: Use other maps as a reference in order to complete this worksheet and label the outline map of Europe.

1. Label Germany in Central Europe.

2. Shade all countries that are a part of the European Community. This group of countries is an association that has agreed to create a single market for goods and services in Western Europe in 1992. The free circulation of goods and people would be allowed between these countries. The countries you should shade are:

   Belgium Denmark France Germany Greece Ireland Italy Luxembourg Netherlands Portugal Spain United Kingdom

3. Label all the countries that border the Federal Republic of Germany. They are:

   Denmark Poland Czechoslovakia Austria Switzerland France Belgium Netherlands Luxembourg

4. Label the bodies of water that give a seacoast to the Federal Republic of Germany. They are the Baltic Sea and the North Sea.

5. Describe the location of Germany as related to other European countries and the EC countries.

   _____

   _____

   _____

6. What advantages to trade and transportation would Germany's location have?

   _____

   _____

   _____

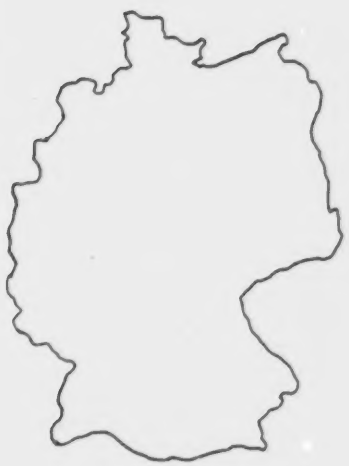
7. What disadvantages might Germany's location have?

   _____

   _____

   _____

GERMANY



ALABAMA, GEORGIA, AND SOUTH CAROLINA

SOUTHEASTERN
UNITED STATES

TOPIC: **GEOGRAPHY AND ENVIRONMENT**

LESSON 3: **Pollution in Germany: A Complex Problem**

LESSON OBJECTIVES: The student will be able to:

- identify major sources of pollution in Germany.
- explain how pollutants affect the food chain.
- identify problems caused by acid rain in the environment.
- formulate possible solutions to pollution problems in Germany.

MATERIALS AND RESOURCES:

Activity 1: Teacher Resource 3.1 "A Food Chain"
Worksheet 3.1 "Acid Rain in Germany"
Activity 2: Handout 3.2 "Environment vs. Employment"
Worksheet 3.2 "Decision Making"

ACTIVITIES:

Activity 1

Using a transparency made from Teacher Resource 3.1, "A Food Chain," explain to students the current emphasis on environmental protection in Germany. Explain that the diagram is from a pamphlet designed to teach young children about their environment. The pamphlet is from an organization called Bioland which gives its approval rating to farms in Germany that can successfully demonstrate that their crops and livestock are free of artificial chemicals. This chemical-free condition must be in place for five years before the Bioland seal of approval is given.

Ask students:

- What do the arrows between the pictures represent?
- Why is the diagram in the form of a circle?
- What seems to be the purpose of the diagram?
- How would looking at this diagram help young Germans learn more about their environment?
- Why would the people of Bioland include such a diagram in their brochure?
- What types of people might not support Bioland?

Explain that the activities of this lesson will focus on how pollution is affecting the German environment and that many of the problems that Germany faces are problems that the United States faces as well.

Activity 2

Assign students to complete Worksheet 3.1, "Acid Rain in Germany." Upon completion of the assignment, students should work in small groups to make a list of people who might be the most concerned with the problem of acid rain.

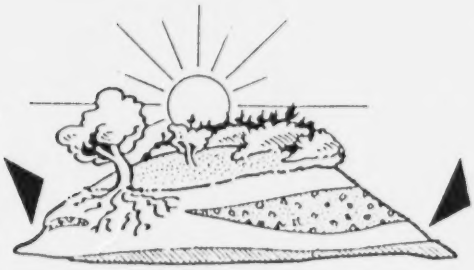
Re-use of Teacher Resource 3.1 may be appropriate for emphasizing again the concept that pollution is a problem for everyone and that acid rain and other pollutants that can get into the food chain must concern all members of humanity.

Activity 3

Distribute copies of Handout 3.2, "Environment vs. Employment: Difficult Decisions" and Worksheet 3.1, "Decision Making." After students read the scenario, divide the class into four groups: members of parliament, factory workers, merchants, and citizens. Have each group use the decision making chart to organize several options and the possible effects and consequences of following these options from the perspective of their group.

Students should prepare a position statement in which they explain their decisions made using the Decision Making chart. Allow representatives from each group to read the position statement of each group. Have a mock hearing before the environmental committee of the parliament at which time the factory workers, merchants and citizens will express their opinions and concerns. The members of parliament will likewise discuss their decisions. Compare the solutions of each group as they are presented and discuss with the class why each group might have arrived at their particular solution. Each group should defend their decision based on the information recorded on their Decision Making charts.

A Food Chain

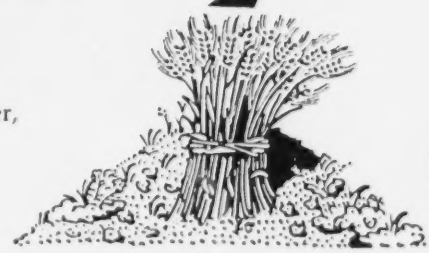


Gesunder Boden

Das Ökosystem Landwirtschaft

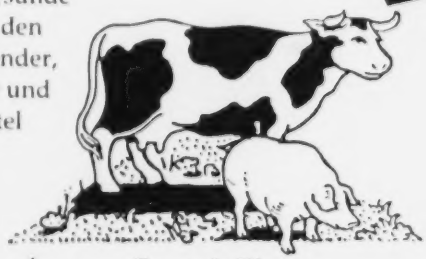
Gesunde Menschen

In einem natürlichen Lebensraum stehen Pflanzen und Tiere in einer wechselseitigen Beziehung zueinander, indem sie ständig Substanzen auf- und abbauen. Diese stabilen Energie- und Stoffkreisläufe nennt man »Ökosysteme«. Auch auf einem landwirtschaftlichen Betrieb gibt es ein solches Ökosystem, welches Boden, Pflanze, Tier und Mensch zu einem betriebseigenen Kreislauf verbindet. Ziel der organisch-biologischen Landwirtschaft ist die möglichst weitgehende Erhaltung und die bewußte Förderung dieser natürlichen Beziehungen. Das Ergebnis ist eine gesunde Ertragsfähigkeit, die den Einsatz umweltbelastender, naturfremder Dünger und Pflanzenschutzmittel überflüssig macht.



Gesunde Pflanzen

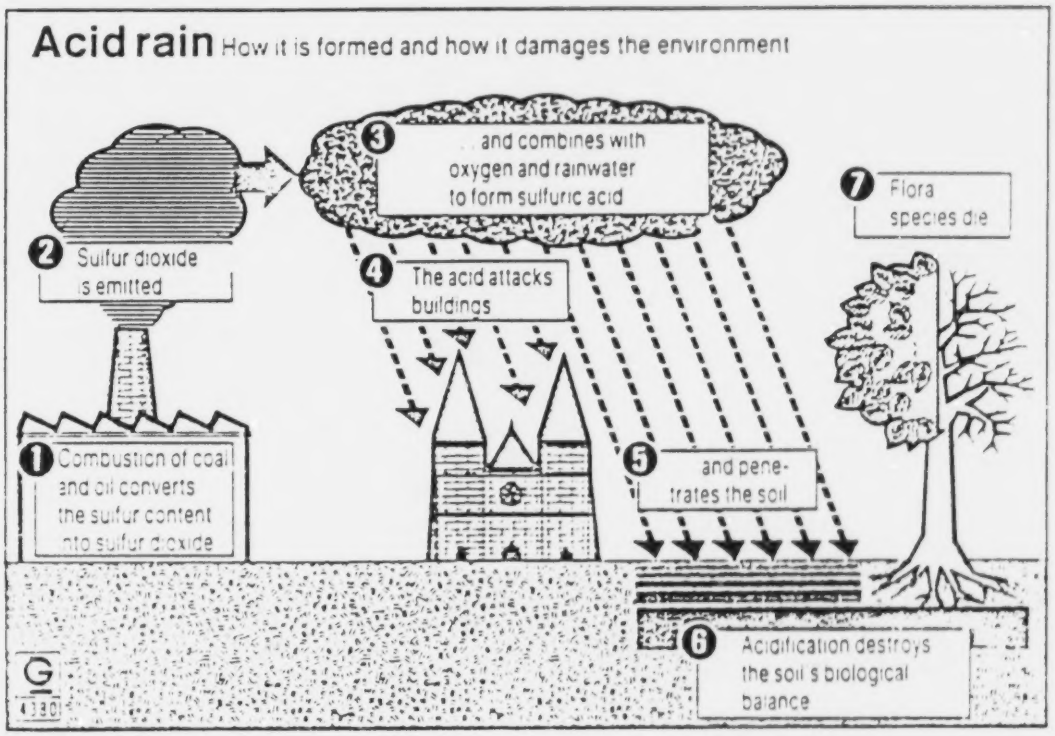
Gesunde Nahrung



Gesunde Tiere

ACID RAIN IN GERMANY

Use the diagram to answer the questions below.


Acid rain How it is formed and how it damages the environment
1 Combustion of coal and oil converts the sulfur content into sulfur dioxide
2 Sulfur dioxide is emitted
3 ... and combines with oxygen and rainwater to form sulfuric acid
4 The acid attacks buildings
5 ... and penetrates the soil
6 Acidification destroys the soil's biological balance
7 Flora species die
G
4380

1. What is the purpose of this diagram?

2. In the process which produces acid rain, what is the first step?

3. Where is sulfur dioxide emitted?

4. How is sulfur dioxide in the atmosphere brought back to the ground?

5. What are three problems caused by acid rain?

6. Describe three situations in which acid rain would cause problems for humans.

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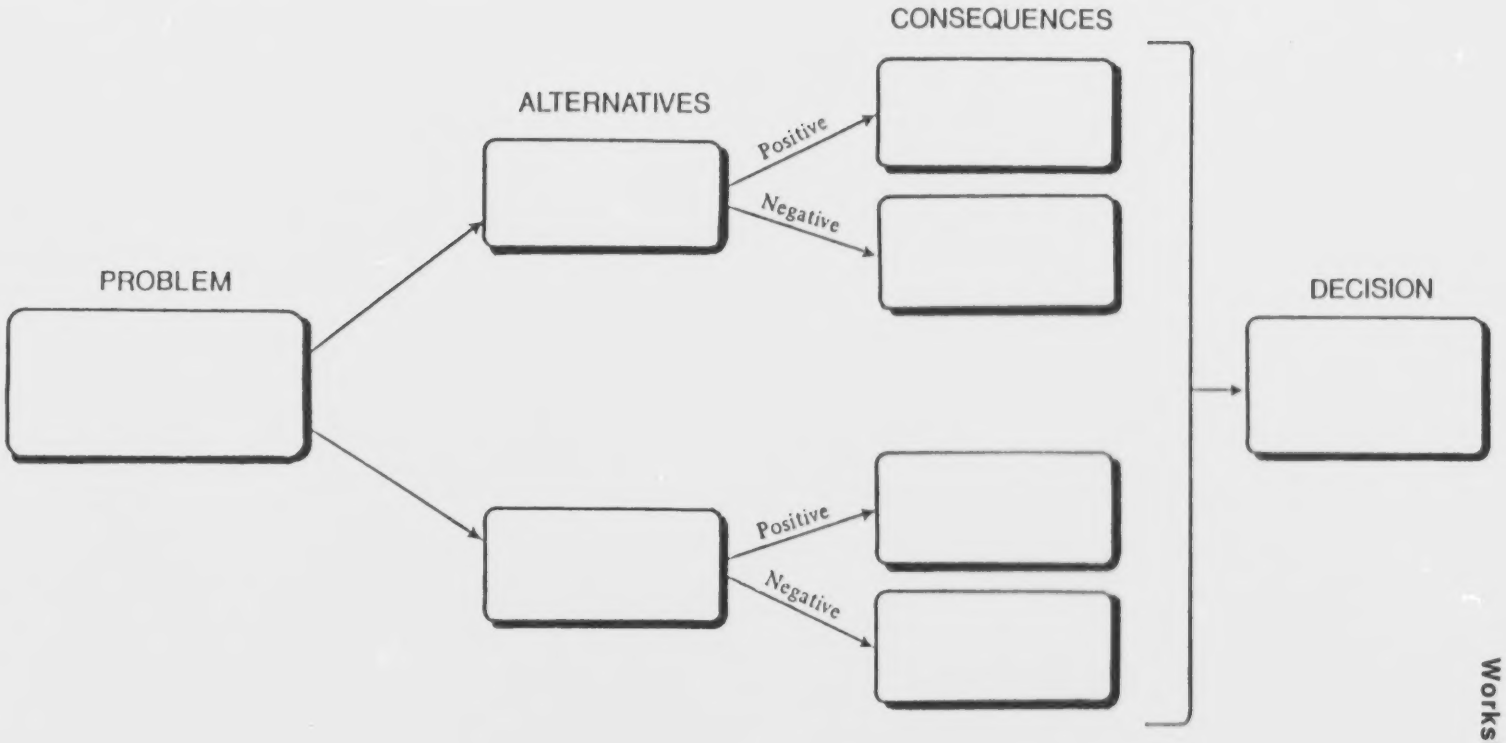
ENVIRONMENT VS. EMPLOYMENT: DIFFICULT DECISIONS

The members of Parliament of the new German state of Sachsen-Anhalt, located in eastern Germany, want strict air and water quality standards. They have discussed the fact that 90% of the factories in their state are powered by coal which is high in sulfur and produces great amounts of thick black soot. This pollutant not only settles on the buildings and ground in the area, but also travels great distances in the upper atmosphere to later be deposited on the earth's surface. Serious health problems, most especially among children and the elderly, have been linked to this air pollution. Additionally, many of the factories in the state are involved in the chemical industry. Some of the waste from these factories is toxic and often escapes into the rivers and streams making them unfit for organisms to survive. Therefore, the fish as well as most plant species have been killed.

The parliament must consider these serious environmental hazards, but they must also examine the consequences if these factories are closed. Thousands of men and women will be without jobs. This comes at a time when the government has moved away from a socialist economy which subsidized an individual's income, rent, utilities, food, and health care. Now, the people are learning to live in a free market economy in which people must find and keep their own jobs, and pay more for rent, utilities, and food. For the first time, people are having to pay property taxes and share in the cost of their health care.

How should this issue be solved?

Decision Making



Enlarge diagram if additional alternatives or consequences are needed.

TOPIC: HISTORY

LESSON 4: German Political Unity and Disunity

LESSON OBJECTIVES: The student will be able to:

- determine the various events which effected territorial changes.
- research a position on the "German Question" of unification.

MATERIALS AND RESOURCES:

Worksheet 4.1 "The German States in 1810"
Worksheet 4.2 "The German States in 1815"
Worksheet 4.3 "The German Empire--1871-1918"
Worksheet 4.4 "Germany--1919-1937"
Worksheet 4.5 "Germany Divided--1945-1990"
Textbook and/or historical atlas
Periodicals, newspapers, and other resources available in the media center

BACKGROUND INFORMATION:

This activity deals with the "German Question" of unification of the Federal Republic of Germany and the German Democratic Republic. Opinions on this issue varied throughout Germany, Europe, and the United States. The ideological differences between the East and West emphasized opposing defense alliances and different international economic groups to which each Germany belonged. Some advocates of a divided Germany rejected the notion of a strengthened, united Germany in the center of Europe, recalling the roles played by Germany in precipitating the two World Wars.

Certain advocates of a united Germany maintained that a union of the Federal Republic and the German Democratic Republic was a worthy goal which, if accomplished, would signify a major easing of East-West tensions which characterized European politics since 1945.

Some Germans maintained that a unified nation should include all of the German territory as of December 31, 1937. This date is significant in that Nazi territorial aggression began the following year. Supporters of this unification plan stressed the fact that no peace treaty formally provided a generally recognized settlement of borders of Germany after World War II. Proponents of this plan for German unification sought a return of the "eastern territories" which were generally regarded as Polish territory. The actual unification simply added the existing five East German states to the eleven West German states to make one united Germany.

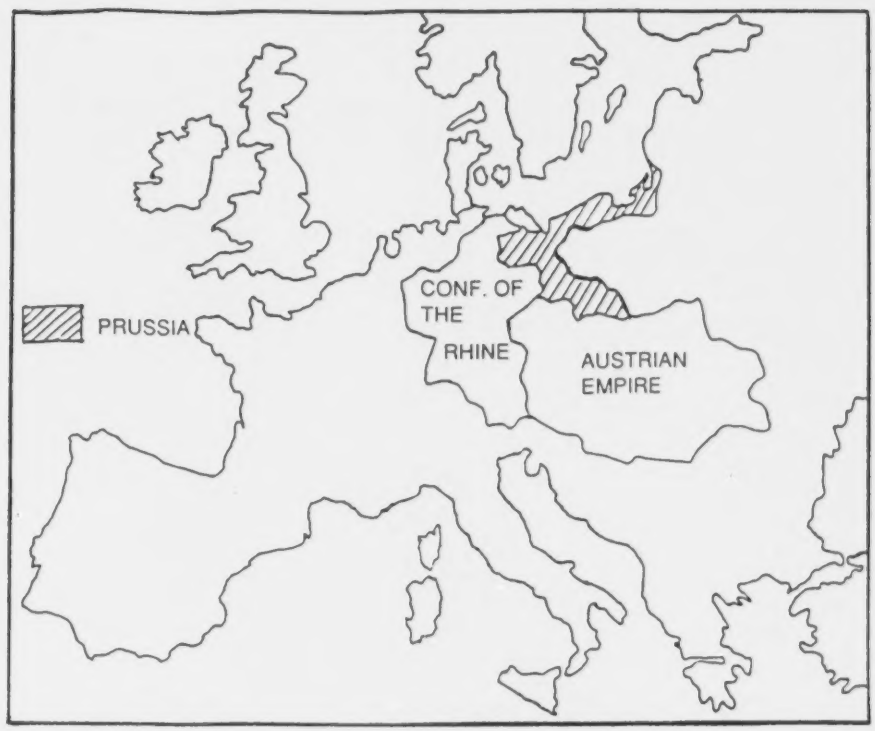
ACTIVITY:

Explain to students that the politically divided Germany which existed between 1945 and 1990 was not an unprecedented feature of European politics. A single, unified German nation was a relatively recent achievement, and it remained united for less than a century. Throughout the nineteenth and twentieth centuries, several changes occurred which altered the type of government in Germany and the political boundaries of the state.

Provide copies of Worksheets 4.1 through 4.5 for the students and instruct them to consult their textbooks and/or historical atlases to answer questions included with each map. Organizing this lesson as an expert jigsaw cooperative learning activity will minimize the instructional time needed.

After students complete their map interpretation activities, lead a discussion of the response to the items.

MAP 1 -- THE GERMAN STATES IN 1810



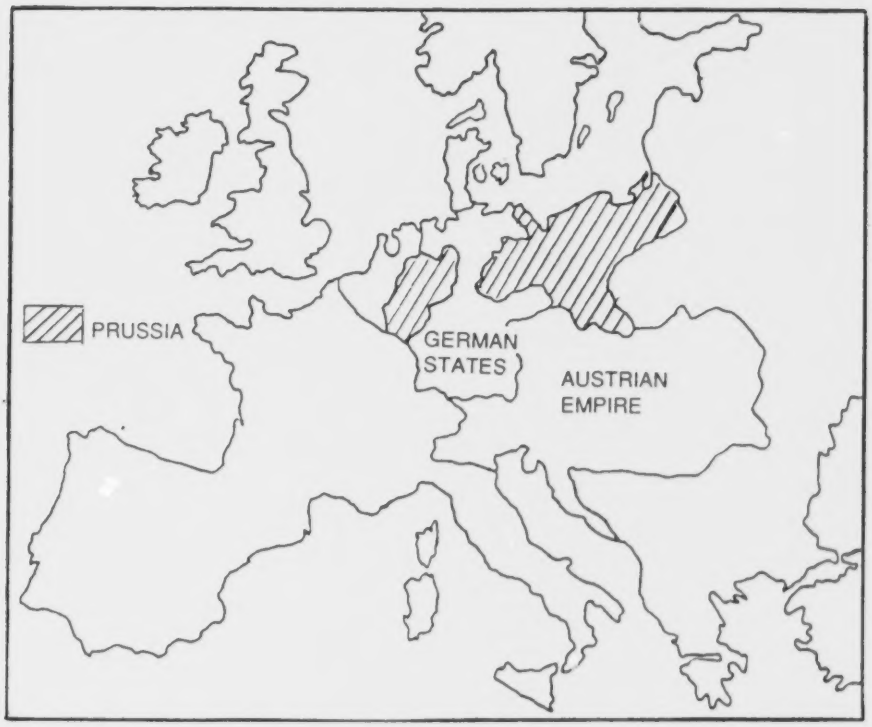
1. Who was the individual who dominated European politics during the era represented on the above map?

   What was his role in the Confederation of the Rhine?

2. The Confederation of the Rhine replaced the Holy Roman Empire which had been formed during the Middle Ages. By the mid-seventeenth century, the Holy Roman Empire consisted of 300 states. The formation of the Confederation of the Rhine in 1806 consolidated many of the states and reduced the number to forty. What effect did this have on German unity?

3. How did the French occupation and control of the German states promote German nationalism?

MAP 2 -- THE GERMAN STATES IN 1815



1. Compare this map with Map 1. What two leading German states gained territory as a result of the Congress of Vienna?

2. The Austrian Empire acquired territories that made it less German in character. Explain why this was so.

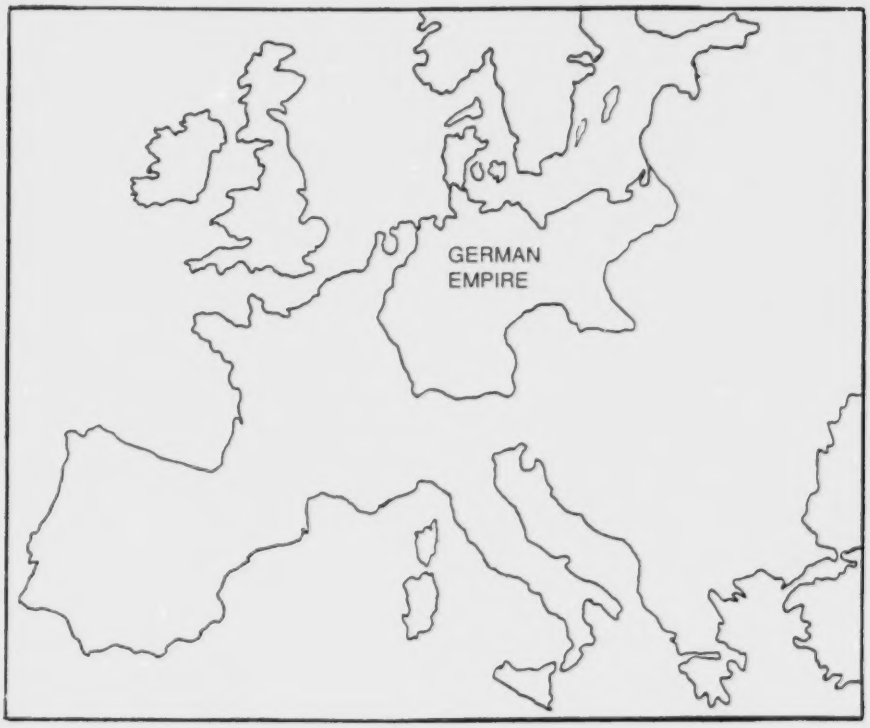
3. The lands gained by Prussia included Westphalia and regions along the Rhine River. How did these lands contrast with those acquired by the Austrian Empire?

4. What effect did these acquisitions have on Prussia's role in the German Confederation?

5. A specific goal of the Congress of Vienna for the German Confederation was for the Confederation to be strong enough to serve as a buffer against what nation?

6. Why did the Congress of Vienna not wish to see a united German nation?

MAP 3 --THE GERMAN EMPIRE --1871-1918



1. Germany became a unified nation in 1871. Which state took the lead in the unification movement?

2. Who was the "Iron Chancellor" who accomplished the unification of the German states?

3. The German Empire united all of the German states of the former German Confederation except which one?

4. The unification of Germany was accomplished through a series of wars. The last of these, the Franco-Prussian War, was a decisive victory for the German states. Explain why the Franco-Prussian War has been described as the event which had the greatest influence on twentieth century history.

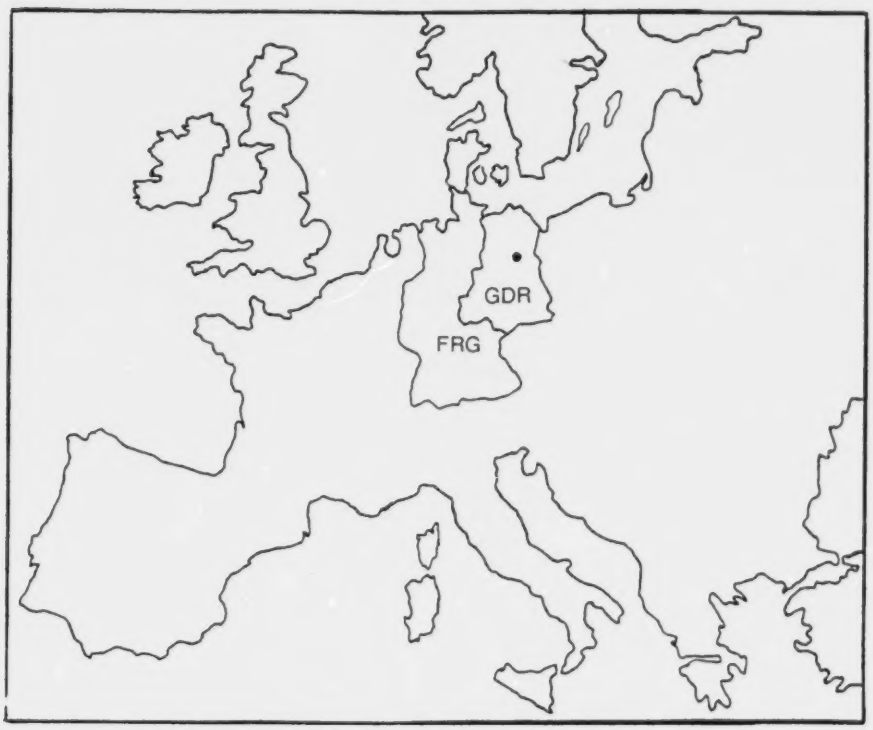
MAP 4 -- GERMANY -- 1919-1937

1. Why were borders of Europe redrawn in 1919?

2. Compare this map with Map 3. East Prussia was separated from the remainder of Germany by a strip of land which was granted to what newly created nation?

3. After 1937, the territories claimed by Germany increased because of Nazi aggression. By the outbreak of World War II in 1939 Germany had seized control of what two nations of central Europe?

MAP 5 -- GERMANY DIVIDED -- 1945-1990



1. Why was Germany divided in 1945?

2. What three Allied powers occupied the part of Germany that eventually became the Federal Republic of Germany?

3. Which Allied power occupied the eastern portion of Germany (the former German Democratic Republic)?

4. What city is represented by the dot inside the German Democratic Republic?

5. What was the political status of that city?

TOPIC: **HISTORY**

LESSON 5: Religion in German History--Conflicts and Harmony

LESSON OBJECTIVES: The student will be able to:

- identify the two major types of religious conflicts which have occurred in German history.
- list examples of events in German history which have promoted religious harmony and/or religious freedom.
- describe the effects of various religious conflicts and settlements upon German national unity.

MATERIALS AND RESOURCES:

Worksheet 5.1 "Timeline of Events in the History of German Religion"

BACKGROUND INFORMATION:

On Christmas Day 800 A.D., Charlemagne, the ruler under whom the Frankish kingdom reached its peak, was crowned "Emperor of the Romans" by Pope Leo III. This coronation marked the beginning of what would become a recurring theme in the history of the Germans. Following the death of Charlemagne in 814 A.D., his empire was divided by his successors. By the tenth century, the eastern portion of Charlemagne's empire had evolved into the Holy Roman Empire. Medieval popes, citing the precedent of the year 800, claimed supremacy over the emperor of the Germans. The emperor, in turn, viewed the Church officials and lands inside the Holy Roman Empire as part of his domain. Conflict between secular and spiritual authorities thus became an issue in German history.

In the sixteenth century, religious conflict in Germany assumed another dimension. Dissatisfaction with the policies and practices of the Catholic Church resulted in a series of conflicts between the established Roman Catholic Church and the dissidents. These episodes culminated in the religious division of Christendom in Western Europe into two branches: Protestant and Catholic.

Activity

Explain to students that throughout the Medieval and Modern History of the Germans, religion has played a significant role in secular matters as well as in the spiritual concerns of the people. Point out that in Germany, religious conflict was a theme during much of its history. Describe the two types of religious conflicts, church--state rivalry and disputes involving Protestants and Catholics.

Provide students with copies of Worksheet 5.1 "Timeline of Events in the History of German Religion" and the accompanying list of events to be used in labeling the timeline. Students will need to use their textbooks or other reference materials to determine which events promoted peace and which events were conflicts. As students complete their timelines, they should respond to the short questions included with the list of events.

Have students explain why events were categorized as either promoting harmony or involving conflicts. Conduct a discussion of the responses to the questions included on Worksheet 5.1.

TIMELINE OF EVENTS IN THE HISTORY OF GERMAN RELIGION

Part I: The following list includes some major events which relate to the history of religion in Germany. Some of the events involved conflicts between the church and the government. Some involved disputes between different churches or groups. Other events in the list were steps taken to promote peace or religious freedom.

Directions: Using your textbook and other available reference materials, determine which in the list of events involved a conflict and which events were attempts to settle disputes and/or increase religious freedom.

On the timeline on page 27, place each event in its proper category.

- Treaty of Westphalia
- Martin Luther's Ninety-Five Theses
- Diet of Worms
- Basic Law of the Federal Republic of Germany adopted
- Thirty Years' War
- Pope Gregory excommunicated Henry IV
- Nuremberg Laws
- Peasants' Revolt
- Concordat of Worms
- Bismarck's Kulturkampf
- Weimar Constitution
- Frederick William encouraged 20,000 Huguenots to settle in his Brandenburg territories
- Peace of Augsburg

Part II: Answer the following questions concerning the events you have labeled on the timeline.

1. Several events on the timeline occurred during the sixteenth century. This era has been identified by some historians and writers as the "Age of the Reformation." Others have described the period as the "Age of the Protestant Revolt." How do the different names for the period reflect the different interpretations of what occurred at that time?

2. Both the Peace of Augsburg and the Treaty of Westphalia ended periods of fighting in Germany. How did each of these attempt to settle the religious question for the Germans?

   What religious denomination (group) was recognized by the Treaty of Westphalia but was not recognized by the earlier Peace of Augsburg?

   What effect did these two events have on German national unity?

3. Germany became a united nation in 1871. The next year Chancellor Bismarck embarked upon a program known as the Kulturkampf. What was its purpose? How successful was the program?

4. Both the Weimar Constitution and the Basic Law of the Federal Republic of Germany were written for new governments for the Germans. Under what circumstances was each of the new governments created?

TIMELINE OF EVENTS IN THE HISTORY OF GERMAN RELIEGION

Events which promoted religious freedom or settled disputes	Events which involved religious conflict or Church-State conflict

1077

1122

1517

1521

1525

1555

1618-48

1648

1685

1872-78

1919

1935

1949

TIMELINE OF EVENTS IN THE HISTORY OF GERMAN RELIGION

Events which promoted religious freedom or settled disputes		Events which involved religious conflict or Church-State conflict
	1077	excommunication
Concordat of Worms	1122	
	1517	Luther's Ninety-Five Theses
	1521	Diet of Worms
	1525	Peasants' Revolt
Peace of Augsburg	1555	
	1618-48	Thirty Years' War
Treaty of Westphalia	1648	
Huguenots migrate to Brandenburg	1685	
	1872-78	Kulturkampf
Weimar Constitution	1919	
	1935	Nuremberg Laws
Basic Law of FRG	1949	

TOPIC: **ECONOMICS**

LESSON 6: **German Economic System**

LESSON OBJECTIVES: The student will be able to:

- identify the basic characteristics of the West German economic system.
- identify the differences and similarities between the West German and U.S. economic systems.

BACKGROUND INFORMATION

The German Economy*

Today, the German economy ranks among the three foremost industrial countries of the world. Together with the United States and Japan, Germany is also one of the world's richest nations. The Deutsche Mark, one of the strongest currencies internationally, is also the second strongest currency next to the U.S. dollar.

What Is a Social Market Economy?

The German economy is a social market economy. Broadly speaking, the social market economy concept means that the country's economic process is determined by the private initiative of the consumer as well as the producer, with the government setting the framework conditions for growth and for competition and supervising these rules. Growth is the main target of the social market economy which is supposed to be supplemented by a social policy aimed at a just income distribution and an effective social security system.

To a large extent, the ownership of the means of production in Germany is in private hands. On a more limited basis, the state is sole or part owner of certain banks and other enterprises.

Co-determination in Industry

Government officials and independent observers stress the importance of the acceptance of the social market economic system by the country's trade union organizations, and they emphasize that this contributed to a considerable degree to harmony in labor-management relations. That is in stark contrast to frequent labor strife in other major European countries such as Britain, France, and Italy.

Another German speciality, worker's co-determination, is widely cited for how well the German economy works. Introduced by the British occupation authorities following World War II, co-determination first was applied only to West German iron & steel and coal mining companies. In some modified form, it later spread to almost all sectors of industry.

Under co-determination, workers' representatives are given some input in running a company. Effectively, workers thus have access to companies' accounts and this, in turn, helps when new wage contracts are being hammered out in individual industry sectors. Workers' representatives are generally well informed about what companies can afford in the form of pay hikes.

*Source: Meeting Germany, ed., Irmgard Burmeister, Hamburg, FRG, 1987, pp.77-81.

ACTIVITIES:

Activity 1

After presenting to students the "Background Information," lead the class in a discussion of the following questions:

a) How does the German economy rank with other industrial nations?
b) What are the characteristics of a social market economy?
c) What is meant by co-determination in industry?

Activity 2

When measured by working hours/year, the average German works fewer hours, but is more productive than workers in most other industrial nations.
Using the following data, ask students to make a bar graph comparing working hours of German workers per year with other countries. Germany-1,708 hours/year; Japan-2,156 hours/year; U.S.-1,912 hours/year; Great Britain-1,778 hours/year; France-1,771 hours/year.

Activity 3

Have students look around their homes and make a list of items made in Germany (car, watch, audio-video tape, tennis shoes, computer, sports equipment, etc.). The teacher will compile lists from items identified by students. Ask students to look for pictures of the identified items and make a bulletin board of German made items found in their homes.

TOPIC: **ECONOMICS**

LESSON 7: **Germany and the European Community**

LESSON OBJECTIVES: The student will be able to:

- identify the European Community (EC) countries.
- analyze the changes EC has brought to Germany in its relation with other EC countries.
- suggest what these changes mean to other nations in international trade.

BACKGROUND INFORMATION:

EUROPEAN COMMUNITY (EC)*

On every international flight to certain European destinations there comes a moment when the French, the Germans, the British, and the Italians on board feel they have something in common that sets them apart from many of their fellow travellers. That moment occurs when the stewardess requests all passengers-"except citizens from EC countries"- fill out their landing cards. There is a special "European Feeling" in the hearts of EC citizens when they arrive at airports in London, Paris, Frankfurt, or Rome and pass through special gates marked "Entries for Citizens from EC Countries Only".

Visitors may wonder what the green "E" sticker displayed on the front of Belgian, German, Dutch, and French cars. At certain frontiers within the EC all cars carrying the "E" sticker can normally cross from one country to the other without undergoing passport or other inspection. Today there are no difficulties exchanging national currencies in any of the twelve EC countries or cashing Euro-Cheques in any of the banks.

HOW DID IT ALL COME ABOUT?

In September 1946, Winston Churchill, the wartime prime minister of Great Britain, urged closer unity in Europe, and personally supported the formation of a "Council of Europe." Churchill and many other leaders of free European countries attended the first assembly of the Council in Strasbourg in 1949.

It was through the "Council of Europe" that the Federal Republic of Germany first became an equal partner among the European democracies who endeavored to cooperate more closely in many areas. The first Chancellor of the Federal Republic, Konrad Adenauer, declared that the fate of Germany would be forever tied to the unification of Europe. None of his successors has had to revise this statement.

THE TRANSFORMATION

The EC transformed the political landscape of Western Europe. The EC treaties, signed in March 1957 in Rome by the original "Six" (France, West Germany, Italy, the Netherlands, Belgium and Luxembourg), called for the creation of an "Economic Union" as "the foundation for the ever closer integration of the European nations."

*Source: Meeting Germany, ed., Irmgard Burmeister, Hamburg, FRG, 1987, pp.43-47.

The success story of the EC starts with the immense increase of trade within Europe, but also on the world markets. The volume of exports and imports between today's EC members has risen 24-fold since 1948. Seen from the German point of view, the Federal Republic has gained tremendously. About 50 percent of German exports are sold to EC countries. By 1987, German firms were selling 30 times more products to EC members than before the EC was formed.

Since its enlargement from six to twelve member states (Great Britain, Denmark, and Ireland joined in 1973, Greece in 1981, Spain and Portugal in 1986), the EC ranks first among the world's trading powers.

WHO MAKES THE DECISIONS

For the EC, with its partly supranational and partly national structure, the decision-making process is a vital issue. Under the present system, it is the Commission's task to make suggestions for the further development of the Community, e.g., proposals for the harmonization of economics and finance, for social reforms, transportation and energy, technology and environment. The commission has to make sure that the existing EC laws protecting free trade and enterprise, and the free movement of labor and services, are not violated but carried out according to the Council's decisions. These EC laws, which are mainly enforced by compulsory directives, rule out any conflicting national legislation. The European Court safeguards this new European supranational legislation.

MATERIALS AND RESOURCES:

Handout 7.1 "European Economic Community"
Handout 7.2 "Map of Europe"

ACTIVITIES:

Activity 1

Distribute the outline map of Europe and chart with population figures. Have the students label the EC countries on the map. Using the map and chart have students answer the following questions:

a) What is the subject of the map?
b) Which is the largest country in size of the EC countries? Which is the smallest? How does the size of the EC countries compare with the U.S.? (Consult world atlas or encyclopedia.)
c) Which is the smallest EC country in population? Which is the largest? Adding up the population of the EC countries, compare them with the population of the U.S.

Activity 2

After presenting the "Background Information" have a class discussion on the following questions. Further research may be necessary to answer some of the questions.

a) How did the European Community evolve?
b) How many member countries are there in the EC?
c) How does the EC rank among the trade powers?
d) What final steps are to be taken to complete the formation of the EC?
e) What is the date for the completion of the formation of the EC?

Activity 3
Based on the chart of the trade of EC countries and the U.S. (Handout 7.1), have students make a summary statement comparing U.S. and EC imports and exports with the world.

Using the same chart, (Handout 7.1) have the students make a pie graph using the information concerning trade of EC countries and the U.S. with the world.

Activity 4
Present students with the following challenge. The Soviet grip on Eastern Europe no longer exists. If you were a leader of one of these countries, explain why you would or would not seek to join the EC.

Activity 5
Have students collect newspaper/magazine articles on EC development, problems, etc., and make a bulletin board using the information.

EUROPEAN ECONOMIC COMMUNITY

COUNTRY	POPULATION
Ireland	3,500,000
United Kingdom	57,700,000
Netherlands	14,900,000
Denmark	5,200,000
Belgium	9,900,000
Luxembourg	400,000
France	56,300,000
Portugal	9,800,000
Spain	39,200,000
Federal Republic of Germany	79,100,000
Italy	57,700,000
Greece	10,100,000

U.S. AND EC TRADE, 1986 (in billions)

	World	EC
U.S. Imports	$387.0	$79.5
U.S. Exports	$213.1	$53.1
	World	**U.S.**
EC Imports	$331.2	$55.7
EC Exports	$336.0	$73.9

EUROPE

TOPIC: **ECONOMICS**

LESSON 8: **Comparing the "Two Germanies"**

LESSON OBJECTIVES: The student will be able to:

- identify, describe and examine the basic differences in the economic systems of the former West and East Germanies.
- compare differences between a market economy and centrally planned economy.

BACKGROUND INFORMATION:

STANDARD OF LIVING*

A society's standard of living is determined by what it can afford, in other words by the quantity and variety of goods and services available. The quantity of material goods is not the only factor, however. There are also the qualitative values to be taken into consideration, such as leisure time and the extent to which individuals are free to live as they see fit. The prosperity and welfare of the people are reflected in their incomes, the prices, quantity, and quality of goods and services available (e.g., health services, cultural and leisure facilities), and the amount of free time (holidays, for instance).

SUPPLY OF GOODS

Compared with the population of the former Germany Democratic Republic (GDR), citizens in West Germany [Federal Republic of Germany (FRG)] did not experience any shortages or any restrictions in the range of goods offered, nor did they have to put up with long waiting periods. There was a wide range of consumer goods geared to meeting consumer demand. Products offered in the GDR were by and large of poorer quality. Due to government control, better quality goods from the west were not available.

People in the GDR who wished to buy consumer durables such as cars, cameras, freezers, color television sets, motorcycles, etc. had to pay comparatively much higher prices than customers in the Federal Republic, even though their incomes were much smaller. On top of this many such items were subject to long delivery periods. Anyone ordering a car or telephone, for instance, had to wait 10 years or more. Difficulties and long waiting periods were also usually encountered in the services sector. In any case, the range of goods available was much narrower than in the Federal Republic.

*Excerpted and adapted from: Facts and Figures. Press and Information Office, Federal Republic of Germany, Bonn, 1985, pp.41-42,60.

☛The teacher should be aware of the rapid economic changes in Germany. This lesson may be used to illustrate two different economic systems and provide an example of one that existed under Communism.

MARKET ECONOMY AND CENTRAL PLANNING

Under the social market system operating in the Federal Republic, it is primarily the consumer and the manufacturer who determine which goods will be produced and where investment is to be made. In drawing up their plans, producers respond to the wishes of consumers which are reflected in sales. Customers thus indicate their needs and at the same time supply manufacturers with important information about their preferences. Thus economic activity is guided by market prices, production costs and expected profit.

In the GDR these decisions were primarily made by the political leadership (Politbureau and Central Committee of the SED, as well as the Council of Ministers) and the agencies operating according to their instructions who determined production targets, the use of labor and means of production, investment and the distribution of goods. The function of price, costs, and profits was different from that of a market economy system. Prices were fixed by the authorities, who tried to direct production and consumption so as to serve the economic interests of both sides and at the same time to achieve centrally planned economic targets. Costs and profits were also determined by the authorities. They were standardized and binding on producers, and thus seen as a way of inducing efficiency.

The fixed targets often did not reflect consumer and producer requirements. The consequences of these deficiencies were shortages of goods, long lines, and time-consuming travel to obtain goods.

OWNERSHIP AND CONTROL

In the Federal Republic of Germany most enterprises and production facilities are in private hands. Private ownership may also express itself in the form of shares in companies or holdings in cooperatives. To a limited extent the state (federal and state governments and local authorities) is sole or part owner of clearing and savings banks, industrial firms and enterprises (e.g., Salzgitter, Federal Railways, Howaldtwerft, Volkswagen).

By contrast, the ownership of means of production in the GDR was almost completely transformed into "socialist property" (ownership by the people and cooperatives). Cooperatives in the GDR and the other former Communist countries cannot be equated with Western cooperatives. Almost 90 percent of all goods in the GDR were produced in "socialist" (state and cooperative) establishments. Only in the crafts sector were most firms privately owned. The strategic planning of economic development and production control were in the hands of the Politbureau of the SED, the State Planning Commission, and ten specialized ministries.

In the GDR all economic processes (production, investment, distribution, imports and exports, wages) were stipulated by the authorities.

WORKING CONDITIONS AND WAGES

Wages and working conditions were determined in different ways in the two German states. In the Federal Republic, wage agreements are worked out by the employers' associations on the one hand and the trade unions representing employees on the other. The unions are voluntary organizations, and they are independent of

government and employers. The two sides work out collective wage agreements autonomously, that is, the government is for the most part not involved in these often difficult decision-making processes.

In the GDR, according to its own description, the "class conflict" and the "distribution struggle" ended with the abolition of private ownership of the means of production. This means that the trade unions had a completely different function. The Free German Trade Union Federation (FDGB) served mainly as a vehicle for the implementation of government policy. The FDR's centrally planned economy had no place for independent trade unions with the right to negotiate pay and working conditions. Wages, bonuses, and working conditions were by and large decreed by the state.

INADEQUATE BASIS FOR STATISTICAL COMPARISON

The two German states also differed fundamentally in their statistical reports. Whereas the GDR's statistics were sometimes rather scant, the Federal Republic's are comprehensive and detailed. In the GDR only the government could prepare and publish statistics.

In most cases a comparison could only be made of quantities (e.g., production in tons) or of structural data (e.g., proportion of the work force engaged in the different sectors of the economy).

MATERIALS AND RESOURCES:

Handout 8.1 "Household and Consumer Goods"
Handout 8.2 "Data Retrieval Chart"
Handout 8.3 "Chart on Public Expenditure"
Handout 8.4 "Prices and Purchasing Power" Chart
Handout 8.5 "Attitudes on International Trade"

ACTIVITIES:

Activity 1

Present the background information and have students discuss the following questions:

a) What determines a society's standard of living?
b) Explain the differences between a market economy and a centrally planned economy.
c) Give examples of differences in supply of goods and working conditions in West and former East Germany.
d) Why is it difficult to make accurate statistical comparisons of the economic systems of West and East Germany?

Activity 2

Using Handout 8.1 have students complete the retrieval chart (Handout 8.2). This gives students a view of the two Germanies before unification.

Using Handout 8.3 have the students formulate some generalizations comparing how the Federal Republic of Germany and the German Democratic Republic allocated public funds before unification.

Activity 3

Have the students conduct a survey concerning attitudes toward international trade as it relates to their state and the U.S. Have the students interview two adults using Handout 8.5 "Attitudes on International Trade," (Idea from "Trees and TV's in the Marketplace," Washington Council on Economic Education, 1979, pp. 69-70). Have the students make a chart summarizing the results.

Have a team of students compile the data and present the results to the class. Ask students to develop generalizations about the survey results.

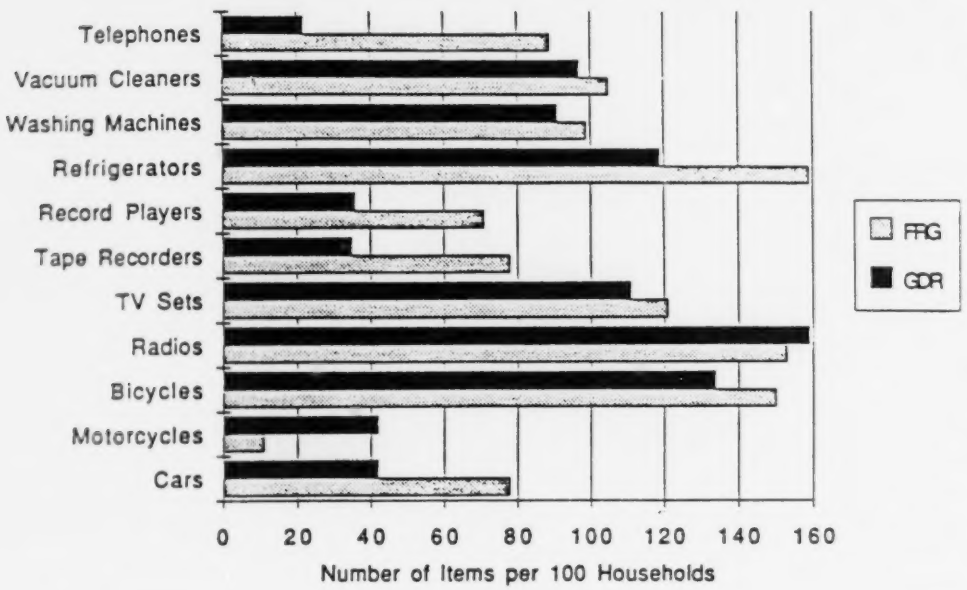
Activity 4

Have students locate current information (newspapers and magazines) regarding the changes occurring in Germany as a result of unification. The following suggests ideas for areas of inquiry.

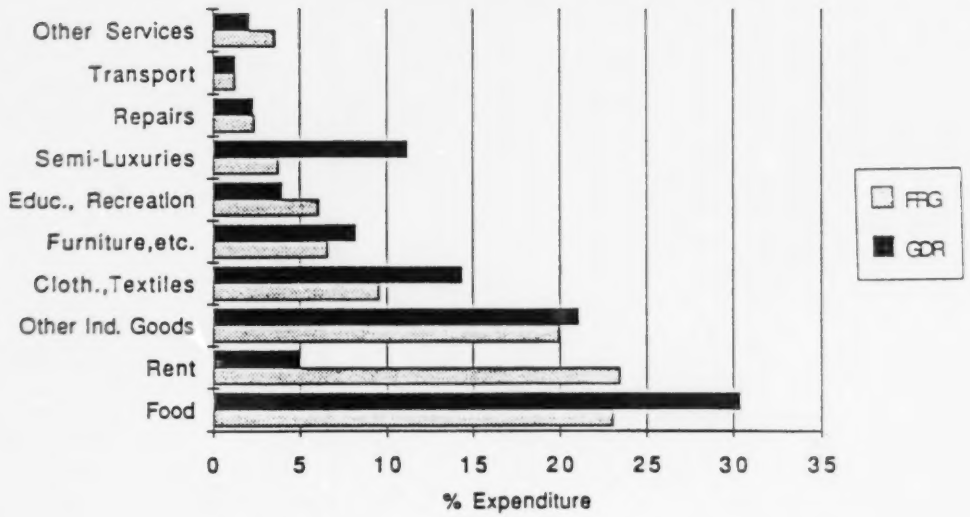
a) Conditions caused by the former East German regime concerning damage to buildings, industry, infrastructure, and environmental pollution.
b) Job market in former East Germany (unemployment, retraining, occupational changes).
c) Privatization of industries and other state owned resources in former East Germany.
d) Steps have been taken by the government to adapt the economic structure of the former East German state to that of West Germany.

HOUSEHOLD AND CONSUMER GOODS BEFORE UNIFICATION*

Ownership of Durable Consumer Goods 1982/83 per 100 Households



Expenditure of Private Households 1982 in %



*Facts and Figures, Press and Information Office, Federal Republic of Germany, Bonn,1985, p.67.

DATA RETRIEVAL CHART

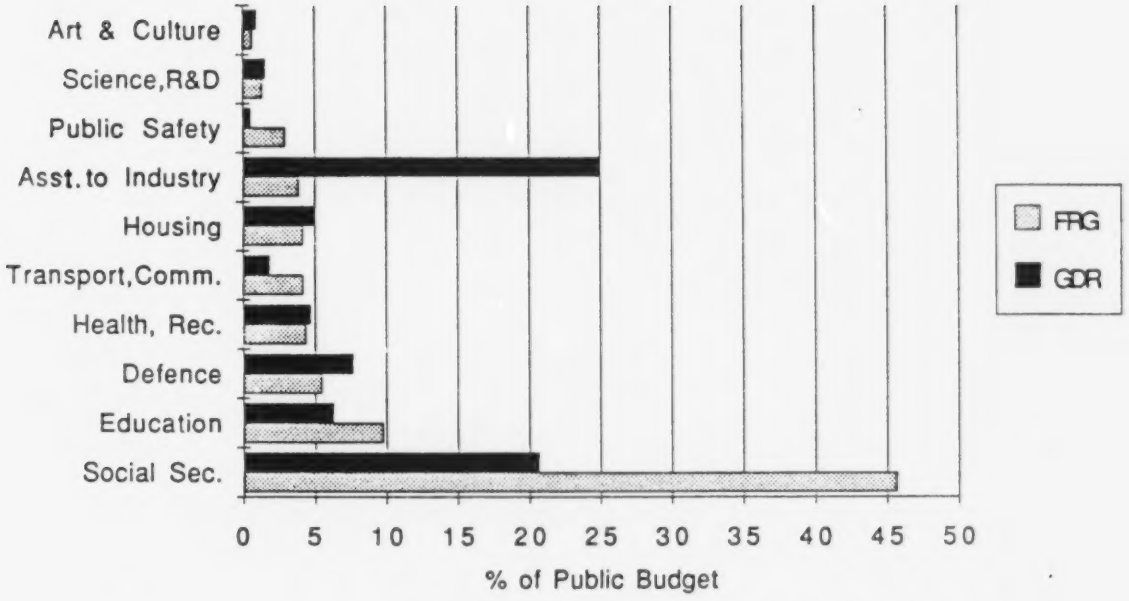
HOW MANY ITEMS FOUND IN A HOUSEHOLD IN EACH COUNTRY BEFORE UNIFICATION

Items	Federal Republic of Germany	German Democratic Republic
Telephones		
Vacuum Cleaners		
Washing Machines		
Refrigerators		
Record Players		
Tape Recorders		
Television Sets		
Radios		
Bicycles		
Motorcycles		
Cars		

PERCENT OF EXPENDITURES OF PRIVATE HOUSEHOLD (1982) BEFORE UNIFICATION

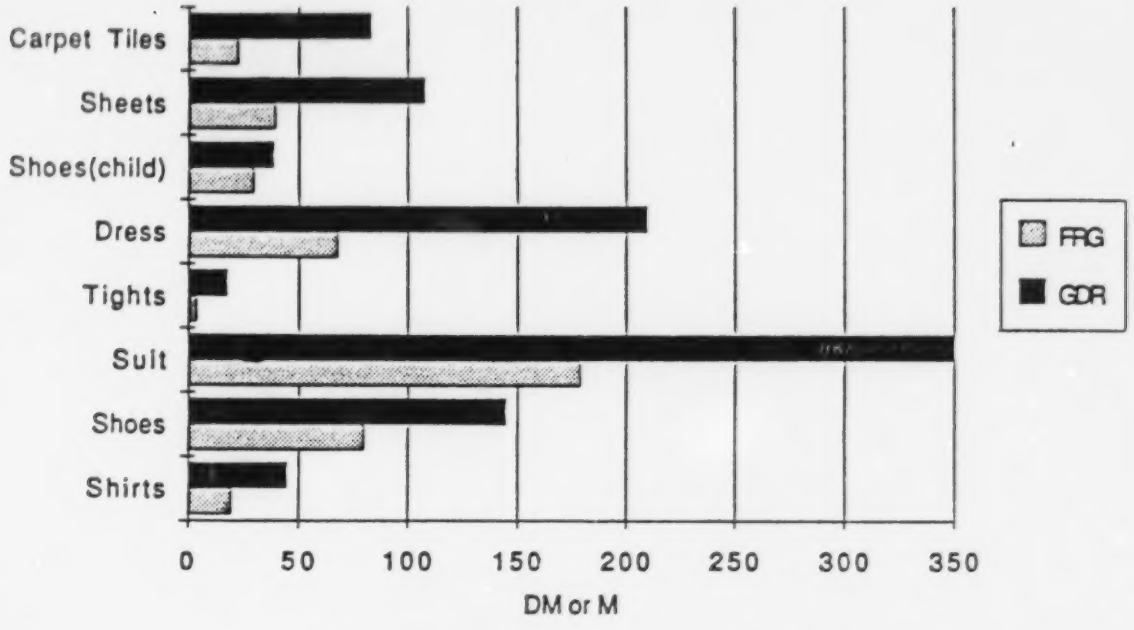
Items	Federal Republic of Germany	German Democratic Republic
Transport		
Repairs		
Semi-Luxuries		
Education, Recreation		
Furniture		
Clothing, Textiles		
Rent		
Food		
Other Services		
Other Industrial Goods		

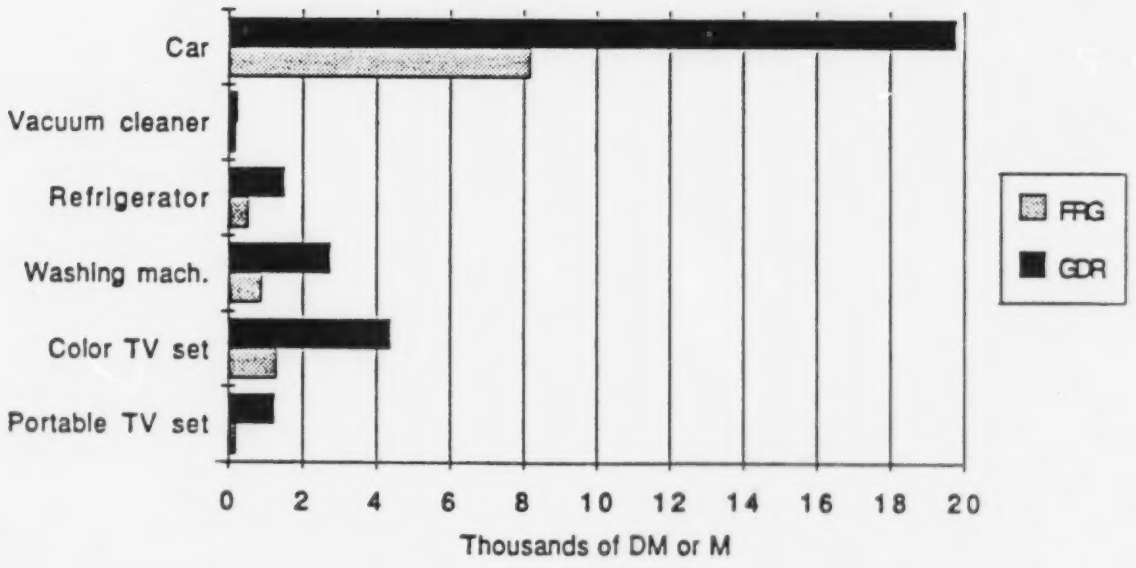
PRIORITIES OF PUBLIC EXPENDITURE 1980 AS PERCENT OF PUBLIC BUDGET*



*Facts and Figures, Press and Information Office, Federal Republic of Germany, Bonn, 1985, p. 51.

PRICES AND PURCHASING POWER*





*Facts and Figures, Press and Information Office, Federal Republic of Germany, Bonn, 1985, p. 65.

SURVEY FORM

ATTITUDES ON INTERNATIONAL TRADE

Hello! I am _____, a student at _____.
My class is studying the U.S. economic system. We are conducting an international trade survey, and would like to ask for your help. All of your answers will be kept completely confidential. Would you be willing to help us?

Please respond to the following questions by checking (or verbally responding) yes, no, or undecided.

QUESTION	YES	NO	UNDECIDED
1. Foreign products are usually more expensive than U.S. made products.			
2. The U.S. exports too many of its vital resources.			
3. U.S. jobs should be protected by placing limits on foreign imports.			
4. The United States benefits from foreign trade.			
5. Our state benefits from foreign trade.			
6. The United States should strive to be more self-sufficient.			
7. Foreign-made products are of poorer quality than U.S. made products.			
8. Jobs are created in our state by foreign trade.			

TOPIC: GOVERNMENT

LESSON 9: German Unification

LESSON OBJECTIVES: The student will be able to:

- articulate the historical and contemporary significance of unification as an issue for Germans.
- identify positive aspects and concerns Germans feel as a result of movement toward, and eventual unification of, Germany.
- interpret key ideas and feelings regarding unification in literary sources, letters, and newspapers.

MATERIAL AND RESOURCES:

Activity 1: Handout 9.1 "Reflections on Division and Unity"
Activity 2: Handout 9.2 "Reflections on the Opening of the Border"
Activity 3: Handout 9.3 "Differing Views on Unification"
Activity 4: Handout 9.4 "Reflections on Unification, July 1991"
Activity 5: Handout 9.5 "A Letter from Anne..."

BACKGROUND INFORMATION:

In Confronting the German Question Germans on the East-West Divide, author Renata Fritsch-Bournazel offers this historical perspective on the matter of German Unification:

> The 'German Question' has been a central problem of international relations in Europe since long before the end of the Second World War. Historically, the idea of German national unity was never universally accepted; it always posed problems. Arguments about the precise meaning of 'Germany' did not begin in 1945. For several centuries the response of other European countries to the idea of uniting all Germans in one nation-state had been one of fear of such a concentration of power in the middle of the continent. For these reasons, German unity was not only difficult to achieve but also difficult to preserve.

The author goes on to trace the development of the issue from the mid-17th century to the present contending that to understand the conflict between the notion of a "little Germany" vs. a "greater Germany" is a key to understanding the historical context. Under Prussian leadership an autocratic "Little German Empire" was created after the social/political revolutionary movement of 1848-49 failed to establish a liberal "Greater Germany." Other European nations feared a unified German state. After all, Germany occupied a central position in Europe and united it represented a formidable adversary to its neighbors. In this century World War I, and especially World War II, gave concerned Europeans all the evidence they needed to demonstrate that "Greater Germany" was not only a threat to European stability, but to national survival. Thus, the division of Germany after World War II, although not originally intended, provided a degree of assurance for European security and stability -- a factor that was perhaps as important a consideration as was the East-West ideological/political/military confrontation in helping perpetuate the "one culture, two nations" division for five decades.

With lightning swiftness, however, events beginning in the fall of 1989 made what seemed for so long an impossible dream, a reality. Demonstrations, rallies, protests first led to the opening of the border, and a physical tearing down of the wall between East and West Germany, then swiftly to the downfall of the GDR government and subsequently a vote to unify the two Germanies. On October 3, 1990, the five states of the East joined the eleven states of the West under their existing constitution, in a new enlarged and united Federal Republic of Germany. These events stirred emotions not only of Germans, but of people around the world, awakening memories of the past, and creating both concerns and hopes for the future.

ACTIVITIES:

Activity 1

Distribute Handout 9.1 for students to read, or read the verses to students. Ask students:

a. What feelings or emotions do the authors express?
b. What images do they conjure up?
c. What makes it difficult to be a German according to the authors?

Be certain that students understand that readings II and III refer to the Berlin Wall, which was just one part of the barrier that extended the length of the border between the two Germanies.

If students need help in understanding how Germans felt about the division, get them to think of it in terms of the division of families. This might be emotionally difficult for some, but some no doubt have experienced a break-up within their own families through parental separation, divorce, or death. Allusion to emotions or feelings involved might help them to appreciate how many Germans felt about the division of the nation.

Activity 2

Handout 9.2 includes excerpts from reflections written by a 13-year-old West German youth and a male teacher in his forties in December, 1989, shortly after the Berlin Wall, the symbol of division of East and West Germany, was both symbolically and physically torn asunder. Have students read the excerpts or read desired sections to them. Ask students:

a. How does each writer feel about the events he witnessed?
b. What positive things does each cite?
c. What concerns does each raise?
d. All things considered, does each have a favorable view of what transpired and of the future?
e. Are you surprised by any of their views? Why?

Activity 3

Handout 9.3 contains selected views from The World Press Review. The handout contains three questions for students to consider as they read the selections. Distribute the handout and have students read it and then discuss the questions. Alternatively, you might make a transparency of the handout and have the class read and discuss one selection at a time.

Activity 4

Handout 9.4 contains reflections and observations recorded by visiting United States educators to Sachsen-Anhalt, a state in what was formerly in East Germany. Distribute the handout to students, make a transparency, or read selected portions to students. Have them describe the feelings conveyed, identify specific points raised by the various writers, and compare the observations with those in Handouts 9.1 and 9.2. Ask students:

a. What emotions and feelings are conveyed? How did the East Germans feel about unification?
b. What indications do you find in these excerpts of restrictions placed on personal freedoms under the old regime in the GDR?
c. What changes in their daily lives are people in the eastern section of Germany experiencing? Are these "good?" "bad?" On what basis do you make your judgment?
d. Have you ever had an experience similar to that described in excerpts #2 or #4? Explain.
e. What do you think the headmaster meant by his statement (#8)?
f. What is your reaction to excerpt #9? Compare this statement with excerpt #7.
g. How do these comments compare with those offered in the earlier handouts we read (Handouts 9.1 and 9.2)?

Activity 5

Handout 9.5, "A Letter from Anne...," written in August 1991, provides one East German's perspective on the significance of "The Wall," the regime under which she lived and the events that led to the tearing down of the Wall to unification. Distribute copies of the handout for students to read, or read selected portions of it to students. Ask students to consider the following:

a. Why didn't Anne leave East Germany? What do you think of her decision?
b. What clues can you find about Anne's feelings about the regime under which she lived and worked?
c. How did the Wall affect her life?
d. What was Anne's reaction to the fall of the Wall? What do you make of this reaction?
e. How does Anne's reaction to the events of the fall of 1989 compare to those of Heinz and Hendrick (Handout 9.2)?

Reflections on Division and Unity*

The Maidenhair Tree
The leaf of this tree from the East
Entrusted to my garden here
Has hidden meaning to be sampled
Such as would instruct the wise.

Is it but *one* living being
Which divides itself in two?
Or two which then select each other
That they may be known as *one?*

In reply to such a question
I surely found the answer true:
Do you not sense in my poems
That I'm one, but also two?

J.W. von Goethe, *West-östlicher Diwan* (1819)

The Bird of Pain
Now I am thirty
years of age and I
don't know
Germany: the
frontier axe
hacks through
Germany's wood.
O land that
breaks apart in
people...
bridges go across
but none have
pillars.
Poem, rise up,
fly heavenwards!
Rise up, poem,
and be the bird of
Pain.

Reiner Kunze,
Der vogel
Schmerz (1963)

Germany is not a model, it is a marginal and special case. Our political circumstances are not central, but eccentric. The Wall not only divides Germans from Germans, it divides us all from all other people. It blocks our thinking and our powers of imagination. It barricades not just one city, but our future. It illustrates nothing so much as ourselves: that which we still have in common. The only thing which we do still share together is our division. Our identity is that of being torn apart. Disunity, that is our identity.

Hans Magnus Enzensberger, *Büchner Prize Speech* (1963)

*Quoted in Renata Fritsch-Bournazel, Confronting The German Question Germans on the East-West Divide, Oxford: Berg Publishers, 1988, pp. 116-117.

REFLECTIONS ON THE OPENING OF THE BORDER

by Hendrik, a 13-Year-Old Grammar School Student in West Germany, December 1989

Because there are now approved exit visas you find endless (lines of people) at border crossings. Welcome money, empty department stores in the areas close to the border; in Berlin e.g. they had price tags in Deutschmark East. These were the buzzwords in the weeks after the opening of the border. Practically without force the Wall got holed, border crossings were made passable again. Joy and jubilation seemed neverending. The absolute highlight may have been the opening of the Brandenburg Gate. People from all over the world came to witness this joy. After all these points also the negative ones must be mentioned: there were hooligans and rowdies, 'wallpeckers' who hammered pieces from the wall as a souvenir or for selling them.

My opinion to all this is that it is no solution that all people who have a bad standard of living in the GDR come over to us. I think it is better to start from scratch than sweeping the problems under the carpet. I think it is self-centered to say: "I go west, that is better for me!" One should remove the real problems and do it together. As far as unification is concerned I think that on one hand it would be good if people from East and West could come together again but on the other hand we will have to pay a lot of money to help people in the GDR: housing, pollution of the environment, public buildings, etc.

REFLECTIONS ON THE OPENING OF THE BORDER

by Heinz, a West German Teacher in his Forties, December 1989

Considering the dramatic changes in the GDR, five aspects are of particular interest to me: the pictures of tens of thousands of refugees from GDR, the cordial welcome scenes at border crossings and railway stations, the moving scenes at the opening of the Berlin Wall and the Brandenburg Gate have proved a feeling of belonging together which nobody had thought possible.

Forty years of division and separation have not been able to prevent or diminish the wish for unification. This feeling and this wish exist on both sides of the border. That this feeling of togetherness is beginning to gradually be replaced by skepticism on this side is due to the fact that many people begin to realize that emotions are not sufficient to integrate about 400,000 new citizens.

Two thousand new arrivals from the GDR are having an effect. The housing market is absolutely empty. The job situation with 2,000,000 structurally unemployed is very tense, social support for new arrivals tears holes in budgets of federal, state, and local governments. Now many people believe that it is not fair that the GDR refugees get preferential treatment with jobs and housing. Some sort of "social envy" begins to have an effect...

Personally I am struck by the following:

- how the speed of events obviously also favors undifferentiated, quick fixes.
- how at present the feeling of congratulating oneself, to be with the winner is articulated.
- how great the conceit and condescension is to recommend to people in East Germany what is good for them. We now somewhat play the part of the Americans after 1945, the rich uncle from the West, our society as example for one broken down, a FRG - Marshall Plan for a profitable takeover of a still relatively white spot on the map for investments of West-German industry with an expected high profit margin.
- how assured the capitalist system is again hailed as the only successful one as if the last thirty years have not shown with great clarity ... how we are in the process of irreversibly destroying the living conditions of future generations through these capitalist ways of production, of consumption, of energy wasting, of environmental destruction, of dulling people via media, of profitable sale of drugs, of violence, of technology, etc.
- how the timid attempts of talking about new, third ways, about alternatives are being discredited by pointing to the normative power of all events: "As everyone can see there is no functioning socialism." ...

Internationally people rediscover the fear of Germany which could play an all-powerful economic and political role in Europe. Vaclav Havel, the writer and current President of the CSR comments on that "Whether Germany has 60 or 80 million people, is not the point. If it is a democratic and social state based on the rule of law, we need not be afraid of a unified Germany."

[The current period is] characterized by a new "openness." Open for quite new and unthought forms of integration and international understanding, but also under threat from old political structures, economic interests and a fundamentalist consciousness that is closed to the necessity of new global thinking. After old images of enemies which legitimized the arms race have become obsolete mankind could now concentrate on things which really are existential, i.e. secure our existence. The changes in Central and Eastern Europe could be the start of a new phase of securing global peace and global resources.

DIFFERING VIEWS ON UNIFICATION*

Below are opinions from selected newspapers around the world expressing a variety of views about the prospects of German unification. As you read these keep in mind that these views do not represent official government policy (an exception is Izvestia) and may not even reflect the views of large numbers of people in the countries where the papers are published. They do, however, illustrate the sharply different views that thoughtful people hold. As you read the comments consider the following questions:

a. What benefits or positive outcomes of unification do some of the writers see?

b. What concerns or worries some of them?

c. How important an event is unification for Germany? for Europe? for the world?

SYDNEY *Sydney Morning Herald* (moderate): [A united Germany] will be a massive beast, invincible at the summer Olympics and an unmatchable economy that shadows all of its neighbors, single-handedly wedging Central Europe back onto the map between the once-unchangeable notions of West and East. --Robert Whitehead

LONDON *Financial Times* (independent): The addition of East to West Germany would not make as much of a difference as is supposed; nor would a united Germany be as overwhelming in European affairs as some people believe. ...Modern Germany is a trading power. It is improbable that it would turn its back on the huge markets of the West to pursue a will-o'-the-wisp in the East. --Martin Wolf

BUENOS AIRES *La Prensa* (conservative): The Soviet leaders are resignedly presiding over the inevitable liquidation of the empire they inherited... There is every reason for the German nation to achieve full independence and union in what could be one of the most transcendent and beneficial accomplishments of our time.

TEL AVIV *Yediot Achronot* (independent): The slogan, "One nation, one land," that more and more West German personalities have been reciting in recent days has a discordant and terrifying ring. To those who remember history, it is reminiscent of the bestial battle cry, "One nation, one people, one leader," that expressed the goals of expansion harbored by Nazi Germany and led to World War II.

MANILA *Philippine Daily Globe* (independent): Fewer scholars will henceforth speak with total confidence of a Pacific Century. There is no question that we are not finished with a Eurocentric world order. --Blas F. Opie

PARIS *Le Monde* (liberal): We must insure that the unification of Germany and that of Europe move forward in parallel, so that the specter of hegemony does not again loom on the horizon... The cold war, waged in the name of ideological sympathies, has weakened the thrust of nationalisms. It is the duty of us all to make sure that the end of the cold war does not lead to their revival. --Andre Fontaine

MOSCOW *Izvestia* (government daily): The allies' position is of considerable importance here. Bonn evidently realizes that their theoretical readiness to support the idea of unification...and practical measures in this direction are two different things... We intend to build together a common European home in which the various "domestic arrangements" will obviously be preserved. Whether its tenants will feel at ease and safe and the need for locked cellars and attics will disappear -- that depends on working out joint agreements. The key point is that the balance of interests of other Europeans must not be disturbed; that the political, economic, and social structures of postwar Europe, which took decades to erect and now serve as the only guarantee of its future security, must not be destroyed.

--Yevgeny Bovkun

*Views reported with permission from World Press Review, 37, No. 1, (January 1990), pp. 20-21.

"EAST GERMAN" REFLECTIONS ON UNIFICATION, JULY 1991

The following excerpts are from travel diaries of a group of United States educators who visited Germany in June-July, 1991. They spent most of their time in Sachsen-Anhalt, a former east German state that bordered West Germany. They were hosted and had most contact with German teachers of English (many of whom also taught Russian).

1. *Halberstadt teacher and wife of an architect* --
   "I was not allowed to have contact [travel outside the GDR] with my colleagues in other places. I'll never forgive them for that -- for all the years I lost... I received a magazine from friends in the USA. The Stasi [secret police] found out and came to my house and took it. They told me never to communicate with these people again. I didn't until 'the change' five years later. My friends thought I was dead." There was a sadness in her voice, but also joy as she recounted her story.

2. *A male teacher from Magdeburg in his late forties* --
   "I remember going to Berlin and walking up to the Brandenburg Gate and looking over to West Berlin..." His face was filled with emotion, his eyes tearful and his voice trailed off. He then recalled his elation when he heard the Wall had come down, and his first experience in revisiting the Brandenburg Gate and walking through it from East Berlin to West Berlin. "It is hard to describe in words the feelings one has at a time like that," he said.

3. *On a journey across the Harz mountains a former East German woman recalls her grandfather's longing for a united Germany* --
   "We are German and we must be united," she recounted. With sadness in her voice she said, "He died before he could see the unification."

4. *A woman from Halberstadt, married, no children* --
   "My husband and I drove to Goslar [a West German town across the border] after the fall of the Wall in November and just prior to Christmas. We stood in the town center. There was a tall Christmas tree; the smell of roasting nuts in the air; snow was falling; and the shop windows were filled with all kinds of marvelous goods -- things we had never seen before and never dreamed we could buy. We thought we were in fairyland."

5. *A male local government official from Halberstadt* --
   "With the push of a button, everything in eastern Germany must be like in West Germany, where it has taken 40 years to develop... Democracy only lives at the local level."

6. *A 59-year-old woman teacher, unmarried, nearing retirement* --
"Many people [in East Germany] would have rather had two Germanies, but unification was a necessity."

7. *A Halberstadt teacher, married, in her fifties* --
"From cradle to the grave we were taken care of by the government. Now we don't know how to make decisions for ourselves."

8. *A male school headmaster from Magdeburg* --
"The psychological walls are higher than the Wall."

A visiting American's summary observation --
"In one respect the East Germans traded security for freedom. The change brought political freedom, but the change is painful for many who have lost economic and social security. Unemployment is high and will get higher. Some former East Germans feel their system had some desirable features and they should have been able to retain those, but the West Germans have required that things be done in the former eastern states as they are in the rest of the FRG. Although not all acknowledge it openly, some do express the view that they feel like second class citizens."

A LETTER FROM ANNE...

Anne, a 59-year-old teacher from what was formerly East Germany, wrote a letter in August, 1991, reflecting on the significance of "The Wall" and the events that lead to its destruction and the eventual unification of Germany.

Let me begin with the fact that "The Wall" overshadowed the greater part of my life. I was 57 years old when it came down in November 1989. When studying in Berlin in the early 1950's (age 19) I had my first experience with Berlin as a "divided" city... I used to visit my relations in West Berlin quite frequently, or I simply went window shopping or watched an interesting film there. At that time it was easily done, you bought a ticket for the underground or suburban [train] ... but you had to be prepared to undergo a searching by customs officials on leaving or arriving at the "Ostsektor" (Eastern part of Berlin). Of course, it was rather unpleasant and to see prosperity in the western part and lack of goods in our part accompanied by ... ideological tutelage.

My first teaching job took me to Halberstadt (1954), a medium-size town in the foothills of the Harz Mountains. Up to 1961 I continued with my visits to West Berlin, the last time some days before the Berlin Wall was erected. Two colleagues and good friends of mine, a young married couple with two little children, had illegally left the GDR via Berlin. I had decided to stay, because my parents lived in Eastern Germany. I was their only child and hated the idea of leaving them to themselves at an age when they needed my help. Besides, I had just started to build my first home on my own money, and I enjoyed teaching and the friendly atmosphere at my first school.

Overnight [when the Wall went up] the discussions with friends whether to go west or to stay had come to an end. From 1961 on I was never allowed to travel west and visit my numerous relatives in West Germany and West Berlin until July 1989. I had tried several times to get permission on the occasions of weddings or serious illnesses in the family, but according to the especially strict regulations for teachers my requests were always answered negatively.

Our then Minister of Education... had made the point: "The FRG is no country for teachers to travel to." (Our colleague whose mother had died in West Germany was not allowed to take part in the funeral.) Not only couldn't you get permission to leave - you also had to answer questions about your western "contacts" in the principal's office - and you were urged to give up or restrict your contacts. All this has to be seen against the possibilities of losing your job, if you expressed your opinion too freely.

Discontent among teachers was steadily increasing, all the more as "normal" people (not teachers) had better chances to get a visa. In addition, the economic situation became worse and worse - so thousands of

people, especially young ones, took the chance of turning their backs to the socialist GDR [by leaving] via Hungary and Czechoslovakia.

When the Halberstadt "New Forum" and the church initiated meetings ... (similar to Leipzig and other big cities) where citizens could speak their minds, more and more people of Halberstadt, and I and other teachers, joined too. Within a very short time there was not enough space for all inside the church, so the crowd assembled in front of the church listening to the speeches over a loudspeaker, and after the meeting a long peaceful procession of people moved through the main streets, the participants carrying candles and shouting slogans against socialist policies and especially against the Stasi (security forces). This was done every Wednesday for weeks. It was an exciting time. You picked up new hope for a "change." This meant first of all: No more state or party interference in our lives and the right to travel freely. I (and many others, too) did not think of a currency [financial] union or even unification in those days.

And then there was the opening of "The Wall." I learned about it when I watched the news on TV. I could not believe my eyes and ears - I was stunned and unable to move in my armchair, looking at the picture breathlessly.

Recollecting the events now I must say that my first reaction was not boisterous joy, I did not scream or laugh as others did - I felt empty, as if all strength had gone out of my body. The next reaction resulted in a question to myself: How long will it last?

Thousands of people rushed to their cars - they wanted to cross the borderline (which is about 30 km away from Halberstadt) and found themselves in a long, long queue. My neighbors - after waiting three hours in the exhaust gases - gave up, their children stayed on and were successful after four hours and passed through crowds of [West Germans] applauding and throwing bottles of champagne into the "Trabis" [East German's auto]. One of my younger colleagues had managed to get from Halberstadt to the Dutch frontier and back over this weekend... I stayed at home watching the touching scenes between people of the two Germanies on TV. My first border-crossing took place two weeks later. I visited a cousin in West Berlin. It took me about half an hour (as in the 1950's) to reach her apartment including passport control and the trip by suburban train. She had been a school girl when I had met her the last time in her parents' home.

Now I can travel west any time I like (if I have the money). In the remaining years of my life I will try to fill at least some of the gaps in my knowledge of Germany to get an impression of what my home country is like.

TOPIC: **GOVERNMENT**

LESSON 10: Structure of Government in the Federal Republic of Germany

LESSON OBJECTIVES: The student will be able to:

- describe the general structure of the government of the Federal Republic of Germany.
- identify and describe the four basic principles on which the government in the Federal Republic rests.
- compare and contrast the basic features of government in the Federal Republic with that of the United States.

MATERIALS AND RESOURCES:

Activities 1 & 2: Handout 10.1 "The Governmental Structure - An Outline"
Handout 10.2 "From The Basic Law..."

Activity 3: Handout 10.3 "The Governmental Structure of the Federal Republic of Germany"

BACKGROUND INFORMATION:

When the five former states of the German Democratic Republic officially joined with the existing eleven states of the Federal Republic of Germany on October 3, 1990 to create a single enlarged German nation, unified for the first time since the end of World War II, they did so under the FRG's constitution that established a federal system in which, as in the United States, there are both state governments (called Länder in Germany) and a national government, each with specific responsibilities and powers.

There are significant differences, however. The FRG has a parliamentary system. Although the FRG has a president who is head of state, he has much more limited authority than does the President of the United States. Many of his responsibilities are representative and ceremonial. He represents the nation in its international relations, appoints and dismisses federal judges, civil servants and military officers, nominates the candidate for the Office of Federal Chancellor and on the recommendation of the Chancellor officially appoints and dismisses Federal Ministers. In the event of a vote of "no confidence" in the Chancellor by the Bundestag, the President, on the advice of the Chancellor, can dissolve the Bundestag, or House of Representatives (this has happened twice since the establishment of the FRG).

To elect the president, a federal convention is called every five years. Half of its members are from the Bundestag, the other half are elected by the state parliaments.

Much of the power of the federal government rests with the Chancellor and his cabinet ministers. The Chancellor is elected by the members of the Bundestag and he is responsible to it for policies he and the ministers pursue.

The Bundestag is the more powerful of the two legislative houses. Its 663 members are popularly elected every four years in general, free, equal, direct and secret elections. All legislative matters come before this house, and the Chancellor and the cabinet ministers are accountable for their policies and conduct of the government to

the Bundestag. Unlike some other parliamentary systems, the German system provides that if the Bundestag decides to take a vote of no-confidence it must do so under the constitutional provision calling for a "constructive vote" wherein at the same time the majority must elect a successor. This is to prevent opposition groups from rejecting programs and the leadership of the Chancellor without having majority agreement or an alternative leader.

In addition to the Bundestag, there is a Federal Council, or Bundesrat, as part of the legislative branch. Whereas the Bundestag consists of individuals elected upon the principle of "personalized proportional representation," the Bundesrat consists of 68 members of the state governments or their delegates. Depending upon population, each state, or länder, has from three to six votes and votes must be cast as a block. Not all legislation must go through the Bundesrat. This is spelled out in the German constitution. Legislation that would affect Länder interests such as administrative or financial interests must receive Bundesrat approval. In other cases the Council can voice its position, but a negative vote can be overruled by the House of Representatives.

To settle issues related to individual rights guaranteed under The Basic Law, conflicts between the Federal and state governments, between one state and another, or between one Federal body and another there is a Federal Constitutional Court, or Bundesverfassungsgericht. Thus, its purpose is similar to that of the U.S. Supreme Court.

As in the United States, political parties are an important political institution. Unlike in the United States, political parties are constitutionally sanctioned for the purpose of the "forming of the political will of the people" (Article 21). By law, parties must be democratically structured and provide a public account of the sources and expenditures of funds. There are five major parties in Germany: the Social Democratic Party (SPD), the Christian Democratic Union (CDU), the Christian Social Union (CSU), the Free Democratic Party (FDP), and the Greens (Die Grünen). At the federal level the CDU and CSU, based in the state of Bavaria, form a coalition block. There have been and continue to be a number of smaller parties. Although the CDU and SPD have historically been the most powerful, they generally must form a coalition with other parties in order to achieve control of the chancellorship and the cabinet.

ACTIVITIES:

Activity 1

Present the following statement on the chalkboard or overhead transparency and ask students to speculate what each of the four principles means:

> **"Four principles serve as a basis for government in the Federal Republic of Germany. They are: democracy, rule by law, social welfarism and federalism."**

After the brainstorming session you may wish to clarify any misunderstandings of the four principles using the following definitions:

> **Democracy**: The people are sovereign through representative democracy as established in principle by The Basic Law.

Rule by law: State actions are subject to law and justice as prescribed by The Basic Law (constitutionalism).

Social Welfarism: Obligation of the nation-state to protect and support socially weak citizens and to strive for social justice. (Although not enumerated in the list of constitutional basic rights, social welfarism includes such things as the right to work, to education and training, and to social security).

Federalism: A form of government in which power and sovereignty are shared between a central government and regional or constituent units.

Conclude the activity by distributing Handout 10.1, "The Governmental Structure - An Outline" and Handout 10.2, "From The Basic Law." Have students match the sections of the handouts with the appropriate basic principle.

Activity 2

Draw a diagram on the chalkboard to illustrate the concept of separation of powers with sections marked legislative, executive and judicial. Drawing from the background material and the information presented in the handouts, describe the major features as you insert them in the diagram, or distribute Handouts 10.1 and 10.2 and have students use these to identify which features fall under each of the three branches.

Activity 3

Using Handouts 10.1, 10.2, 10.3, and information obtained from Activity 2 have students compare federal government in the FRG with that of the United States. Create a chart on the chalkboard to record their comparisons. A possible framework for the chart is suggested below.

Government Feature	FRG	USA
Role of states		
Role of Federal Government		
Role of Parties		
Branches		
Legislative		
Executive		
Judicial		

Alternatively, you might simply ask students to list any differences and similarities they can identify.

The Governmental Structure -- An Outline*

According to its constitution (The Basic Law of 1949), the Federal Republic of Germany is a "democratic and social federal state." The governmental system is a parliamentary democracy in which all power emanates from the people and where the powers of administration, legislature, and judiciary are mutually checked and balanced.

Executive power

The Chief Executive in the German Federal Government is the Federal Chancellor (Bundeskanzler). The Federal President (Bundespräsident) is the head of state. Neither of the two positions is comparable to that of the U.S. President. If one takes the British system as an example, the Bundespräsident's position can roughly be compared to that of the Queen, the Federal Chancellor's to that of the Prime Minister.

The Federal Chancellor leads the federal government (Bundesregierung). He chooses the Federal Ministers (Bundesminister) and sets the guidelines of government policy. The Federal Ministers direct their departments within these guidelines, independently and under their own responsibility. The Federal Chancellor is responsible to the Bundestag (House of Representatives).

The Federal Chancellor is elected by the Bundestag, upon nomination by the President. The Federal President will nominate only a candidate who has prospects of being elected.

The tasks of the Federal President are mainly of a representational nature. He can advise, warn and encourage, but his powers are merely titular ones.

The Federal President is elected by the Federal Convention (Bundesversammlung), a constitutional body which convenes only for this purpose. It consists of the Bundestag deputies and an equal number of members elected by the assemblies of the Länder. The term of office is five years.

Legislative power

The Bundestag is the German "House of Representatives." Its main tasks and rights are:

1. legislation
2. the election of the Federal Chancellor
3. the control of the government

The Bundestag is elected for four years in general, direct, free, equal and secret elections by a system of "personalized proportional representation." This election system is a combination of majority rule and proportional representation of all parties gaining more than 5% of the total vote or three constituencies.

The Bundesrat (Federal Council) is a kind of Second House of the German parliamentary system. It plays a part in passing the Federal laws, and can even completely block all laws that affect the states' authority of administration or revenue or which are exceptionally important, such as changes in the constitution.

This is important because the 68 members of the Bundesrat are delegated by the governments of the 16 federal states (Länder) and represent their state governments' political stand. Each Land has at least three votes in the Bundesrat. A Land's votes can be cast only as a block.

Judicial power

The highest judicial body in the Federal Republic of Germany is the Federal Constitutional Court (Bundesverfassungsgericht). It is the guardian of The Basic Law. It interprets the provisions of the Basic Law and decides whether laws are constitutional. Any citizen can demand an examination of his case before this court if he believes his constitutional rights have been encroached upon by the government or any other public authority.

The Federal Constitutional Court consists of two senates, each with eight judges. The Bundestag and the Bundesrat elect half each. The term of office is twelve years. Re-election is not possible.

FROM THE BASIC LAW...

"The dignity of man shall be inviolable. To respect and protect it shall be the duty of all state authority." (Art. 1)

"All state authority emanates from the people." (Art. 20)

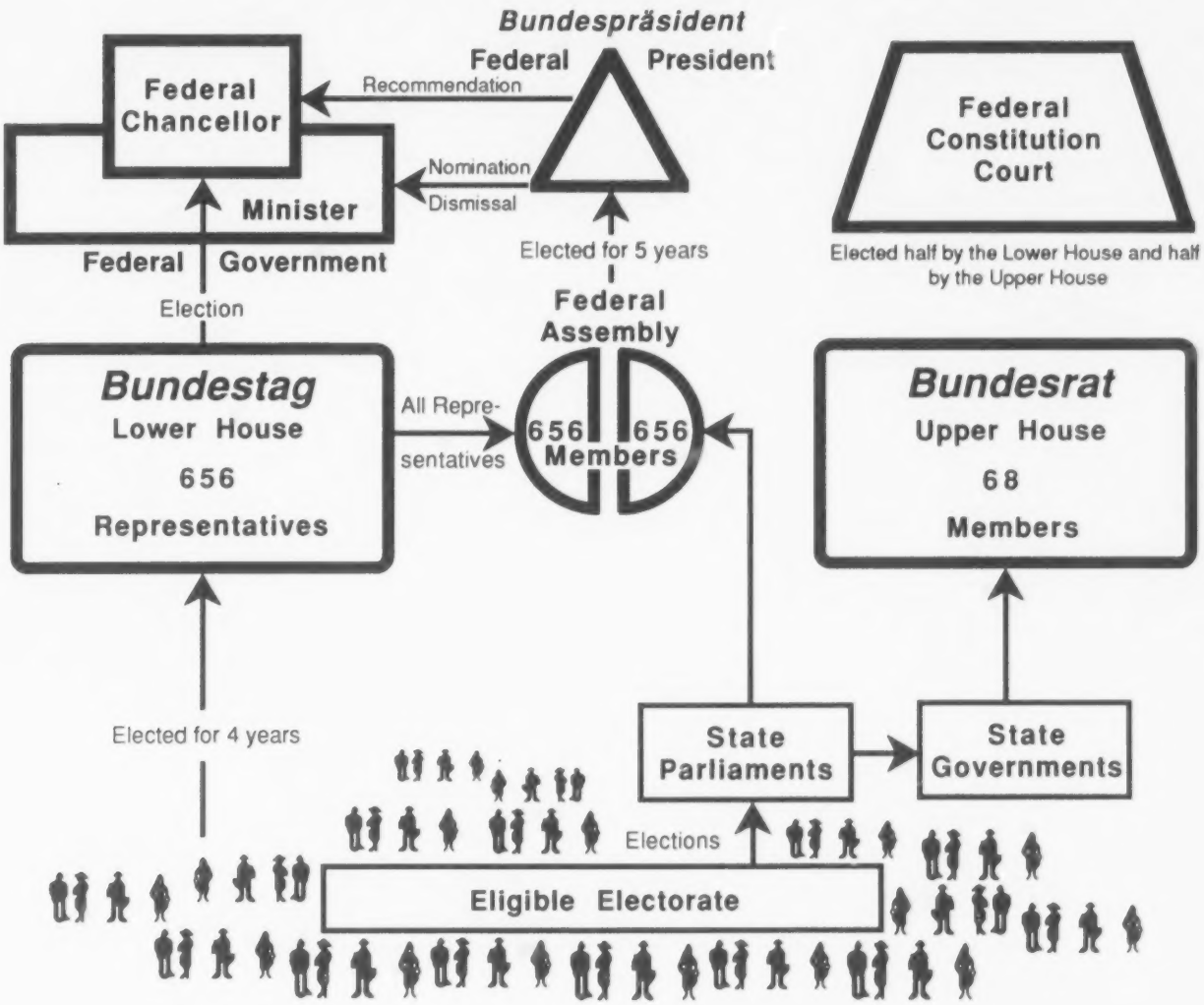
"The political parties shall participate in forming the political will of the people." (Art. 21)

"The Federal Republic of Germany is a democratic and social federal state." (Art. 20)

"...the executive and the judiciary shall be bound by law and justice." (Art. 20)

"...the Länder must conform to the principles of republican, democratic, and social government based on the rule of law....." (Art. 28)

State Agencies of the Federal Republic of Germany



TOPIC: **GOVERNMENT**

LESSON 11: **Comparing Constitutions**

LESSON OBJECTIVES: The student will be able to:

- interpret constitutional provisions of the FRG constitution.
- compare constitutional statements providing individual rights in the constitutions of the U.S. and the FRG.

MATERIALS AND RESOURCES:

Activity 1: U.S. history or government textbook
Activity 2: Handout 11.1 "FRG Constitution-Basic Rights"
Handout 11.2 "FRG Constitution-Basic Principles"

ACTIVITIES:

Activity 1
Brainstorm with students about the individual rights guaranteed in the U.S. Constitution. List as many as possible on the chalkboard. Have students find the U.S. Constitution in a U.S. history or government textbook and confirm the listing of rights, adding any that are missing to the chalkboard list.

Activity 2
Distribute copies of Handout 11.1 which includes sections on individual rights in the FRG Constitution. If the reading is considered too lengthy or difficult, list the title of each section on the board or on a transparency. Select portions of various sections to read to students to give them a flavor of what is included. Have students compare the basic rights guaranteed in each document. Which are the same? Which are different? Which are more general, which more specific?

Activity 3
Ask students what basic principles of government they think are incorporated into the U.S. Constitution. Specifically, probe students to determine:

a. What type of government is established?
b. What is the source of the government's power?
c. What is the role of the Constitution?
d. How is the power of the government held in check?

Activity 4
Once this base has been established, distribute Handout 11.2 and have students read the four provisions of Article 20 in the FRG Constitution. Ask students:

a. What basic principles are set forth?
b. How do these compare to those of the U.S. Constitution?
c. What is meant by section (4)? Why do you think this section is included? (Refer to the events leading to World War II and Nazi rule.)

FRG Constitution -- Basic Rights

I. BASIC RIGHTS

Article 1 (Protection of human dignity)

(1) The dignity of man shall be inviolable. To respect and protect it shall be the duty of all state authority.

(2) The German people therefore acknowledge inviolable and inalienable human rights as the basis of every community, of peace and of justice in the world.

(3)* The following basic rights shall bind the legislature, the executive and the judiciary as directly enforceable law.

Article 2 (Rights of liberty)

(1) Everyone shall have the right to the free development of his personality in so far as he does not violate the rights of others or offend against the constitutional order or the moral code.

(2) Everyone shall have the right to life and to inviolability of his person. The liberty of the individual shall be inviolable. These rights may only be encroached upon pursuant to a law.

Article 3 (Equality before the law)

(1) All persons shall be equal before the law.

(2) Men and women shall have equal rights.

(3) No one may be prejudiced or favoured because of his sex, his parentage, his race, his language, his homeland and origin, his faith, or his religious or political opinions.

Article 4 (Freedom of faith and creed)

(1) Freedom of faith, of conscience, and freedom of creed, religious or ideological (weltanschaulich), shall be inviolable.

(2) The undisturbed practice of religion is guaranteed.

(3) No one may be compelled against his conscience to render war service involving the use of arms. Details shall be regulated by a federal law.

Article 5 (Freedom of expression)

(1) Everyone shall have the right freely to express and disseminate his opinion by speech, writing and pictures and freely to inform himself from generally accessible sources. Freedom of the press and freedom of reporting by means of broadcasts and films are guaranteed. There shall be no censorship.

(2) These rights are limited by the provisions of the general laws, the provisions of law for the protection of youth, and by the right to inviolability of personal honour.

(3) Art and science, research and teaching, shall be free. Freedom of teaching shall not absolve from loyalty to the constitution.

Article 6 (Marriage, Family, Illegitimate children)

(1) Marriage and family shall enjoy the special protection of the state.

(2) The care and upbringing of children are a natural right of, and a duty primarily incumbent on, the parents. The national community shall watch over their endeavours in this respect.

(3) Children may not be separated from their families against the will of the persons entitled to bring them up, except pursuant to a law, if those so entitled fail or the children are otherwise threatened with neglect.

(4) Every mother shall be entitled to the protection and care of the community.

(5) Illegitimate children shall be provided by legislation with the same opportunities for their physical and spiritual development and their place in society as are enjoyed by legitimate children.

Article 7 (Education)

(1) The entire educational system shall be under the supervision of the state.

(2) The persons entitled to bring up a child shall have the right to decide whether it shall receive religious instruction.

* As amended by federal law of 19 March 1956 (Federal Law Gazette I p. 111).

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(3) Religious instruction shall form part of the ordinary curriculum in state and municipal schools, except in secular (bekenntnisfrei) schools. Without prejudice to the state's right of supervision, religious instruction shall be given in accordance with the tenets of the religious communities. No teacher may be obliged against his will to give religious instruction.

(4) The right to establish private schools is guaranteed. Private schools, as a substitute for state or municipal schools, shall require the approval of the state and shall be subject to the laws of the Laender. Such approval must be given if private schools are not inferior to the state or municipal schools in their educational aims, their facilities and the professional training of their teaching staff, and if segregation of pupils according to the means of the parents is not promoted thereby. Approval must by withheld if the economic and legal position of the teaching staff is not sufficiently assured.

(5) A private elementary school shall be permitted only if the education authority finds that it serves a special pedagogic interest, or if, on the application of persons entitled to bring up children, it is to be established as an inter-denominational or denominational or ideological school and a state or municipal elementary school of this type does not exist in the commune (Gemeinde).

(6) Preparatory schools (Vorschulen) shall remain abolished.

Article 8 (Freedom of assembly)

(1) All Germans shall have the right to assemble peaceably and unarmed without prior notification or permission.

(2) With regard to open-air meetings this right may be restricted by or pursuant to a law.

Article 9 (Freedom of association)

(1) All Germans shall have the right to form associations and societies.

(2) Associations, the purposes or activities of which conflict with criminal laws or which are directed against the constitutional order or the concept of international understanding, are prohibited.

(3) The right to form associations to safeguard and improve working and economic conditions is guaranteed to everyone and to all trades, occupations and professions. Agreements which restrict or seek to impair this right shall be null and void; measures directed to this end shall be illegal. Measures taken pursuant to Article 12a, to paragraphs (2) and (3) of Article 35, to paragraph (4) of Article 87a, or to Article 91, may not be directed against any industrial conflicts engaged in by associations within the meaning of the first sentence of this paragraph in order to safeguard and improve working and economic conditions*.

Article 10 (Privacy of posts and telecommunications)**

(1) Privacy of posts and telecommunications shall be inviolable.

(2) This right may be restricted only pursuant to a law. Such law may lay down that the person affected shall not be informed of any such restriction if it serves to protect the free democratic basic order or the existence or security of the Federation or a Land, and that recourse to the courts shall be replaced by a review of the case by bodies and auxiliary bodies appointed by Parliament.

Article 11 (Freedom of movement)

(1) All Germans shall enjoy freedom of movement throughout the federal territory.

(2)** This right may be restricted only by or pursuant to a law and only in cases in which an adequate basis of existence is lacking and special burdens would arise to the community as a result thereof, or in which such restriction is necessary to avert an imminent danger to the existence or the free democratic basic order of the Federation or a Land, to combat the danger of epi-

* Last sentence inserted by federal law of 24 June 1968 (Federal Law Gazette I p. 709).
** As amended by federal law of 24 June 1968 (Federal Law Gazette I p. 709).

demics, to deal with natural disasters or particularly grave accidents, to protect young people from neglect or to prevent crime.

Article 12* (Right to choose trade, occupation or profession)

(1) All Germans shall have the right freely to choose their trade, occupation, or profession, their place of work and their place of training. The practice of trades, occupations, and professions may be regulated by or pursuant to a law.

(2) No specific occupation may be imposed on any person except within the framework of a traditional compulsory public service that applies generally and equally to all.

(3) Forced labour may be imposed only on persons deprived of their liberty by court sentence.

Article 12a (Liability to military and other service)**

(1) Men who have attained the age of eighteen years may be required to serve in the Armed Forces, in the Federal Border Guard, or in a Civil Defence organization.

(2) A person who refuses, on grounds of conscience, to render war service involving the use of arms may be required to render a substitute service. The duration of such substitute service shall not exceed the duration of military service. Details shall be regulated by a law which shall not interfere with the freedom of conscience and must also provide for the possibility of a substitute service not connected with units of the Armed Forces or of the Federal Border Guard.

(3) Persons liable to military service who are not required to render service pursuant to paragraph (1) or (2) of this Article may, when a state of defence (Verteidigungsfall) exists, be assigned by or pursuant to a law to specific occupations involving civilian services for defence purposes, including the protection of the civilian population; it shall, however, not be permissible to assign persons to an occupation subject to public law except for the purpose of discharging police functions or such other functions of public administration as can only be discharged by persons employed under public law. Persons may be assigned to occupations—as referred to in the first sentence of this paragraph—with the Armed Forces, including the supplying and servicing of the latter, or with public administrative authorities; assignments to occupations connected with supplying and servicing the civilian population shall not be permissible except in order to meet their vital requirements or to guarantee their safety.

(4) If, while a state of defence exists, civilian service requirements in the civilian public health and medical system or in the stationary military hospital organization cannot be met on a voluntary basis, women between eighteen and fifty-five years of age may be assigned to such services by or pursuant to a law. They may on no account render service involving the use of arms.

(5) During the time prior to the existence of any such state of defence, assignments under paragraph (3) of this Article may be effected only if the requirements of paragraph (1) of Article 80a are satisfied. It shall be admissible to require persons by or pursuant to a law to attend training courses in order to prepare them for the performance of such services in accordance with paragraph (3) of this Article as presuppose special knowledge or skills. To this extent, the first sentence of this paragraph shall not apply.

(6) If, while a state of defence exists, the labour requirements for the purposes referred to in the second sentence of paragraph (3) of this Article cannot be met on a voluntary basis, the right of a German to give up the practice of his trade or occupation or profession, or his place of work, may be restricted by or pursuant to a law in order to meet these requirements. The first sentence of paragraph (5) of this Article shall apply mutatis mutandis prior to the existence of a state of defence.

Article 13 (Inviolability of the home)

(1) The home shall be inviolable.

(2) Searches may be ordered only by a judge or, in the event of danger in delay, by other organs as provided by law and may be carried out only in the form prescribed by law.

* As amended by federal laws of 19 March 1956 (Federal Law Gazette I p. 111) and 24 June 1968 (Federal Law Gazette I p. 709).
** Inserted by federal law of 24 June 1968 (Federal Law Gazette I p. 710).

(3) In all other respects, this inviolability may not be encroached upon or restricted except to avert a common danger or a mortal danger to individuals, or, pursuant to a law, to prevent imminent danger to public safety and order, especially to alleviate the housing shortage, to combat the danger of epidemics or to protect endangered juveniles.

Article 14 (Property, Right of inheritance, Expropriation)

(1) Property and the right of inheritance are guaranteed. Their content and limits shall be determined by the laws.

(2) Property imposes duties. Its use should also serve the public weal.

(3) Expropriation shall be permitted only in the public weal. It may be effected only by or pursuant to a law which shall provide for the nature and extent of the compensation. Such compensation shall be determined by establishing an equitable balance between the public interest and the interests of those affected. In case of dispute regarding the amount of compensation, recourse may be had to the ordinary courts.

Article 15 (Socialization)

Land, natural resources and means of production may for the purpose of socialization be transferred to public ownership or other forms of publicly controlled economy by a law which shall provide for the nature and extent of compensation. In respect of such compensation the third and fourth sentences of paragraph (3) of Article 14 shall apply mutatis mutandis.

Article 16 (Deprivation of citizenship, Extradition, Right of asylum)

(1) No one may be deprived of his German citizenship. Loss of citizenship may arise only pursuant to a law, and against the will of the person affected only if such person does not thereby become stateless.

(2) No German may be extradited to a foreign country. Persons persecuted on political grounds shall enjoy the right of asylum.

Article 17 (Right of petition)

Everyone shall have the right individually or jointly with others to address written requests or complaints to the appropriate agencies and to parliamentary bodies.

Article 17a* (Restriction of basic rights for members of the Armed Forces etc.)

(1) Laws concerning military service and substitute service may, by provisions applying to members of the Armed Forces and of substitute services during their period of military or substitute service, restrict the basic right freely to express and to disseminate opinions by speech, writing and pictures (first half-sentence of paragraph (1) of Article 5), the basic right of assembly (Article 8), and the right of petition (Article 17) in so far as this right permits the submission of requests or complaints jointly with others.

(2) Laws for defence purposes including the protection of the civilian population may provide for the restriction of the basic rights of freedom of movement (Article 11) and inviolability of the home (Article 13).

Article 18 (Forfeiture of basic rights)

Whoever abuses freedom of expression of opinion, in particular freedom of the press (paragraph (1) of Article 5), freedom of teaching [paragraph (3) of Article 5], freedom of assembly (Article 8), freedom of association (Article 9), privacy of posts and telecommunications (Article 10), property (Article 14), or the right of asylum (paragraph (2) of Article 16) in order to combat the free democratic basic order, shall forfeit these basic rights. Such forfeiture and the extent thereof shall be pronounced by the Federal Constitutional Court.

Article 19 (Restriction of basic rights)

(1) In so far as a basic right may, under this Basic Law, be restricted by or pursuant to a law, such law must apply generally and not solely to an individual case. Furthermore, such law must name the basic right, indicating the Article concerned.

* Inserted by federal law of 19 March 1956 (Federal Law Gazette I p. 111).

(2) In no case may the essential content of a basic right be encroached upon.

(3) The basic rights shall apply also to domestic juristic persons to the extent that the nature of such rights permits.

(4) Should any person's right be violated by public authority, recourse to the court shall be open to him. If jurisdiction is not specified, recourse shall be to the ordinary courts. The second sentence of paragraph (2) of Article 10 shall not be affected by the provisions of this paragraph*.

* Last sentence inserted by federal law of 24 June 1968 (Federal Law Gazette I p. 710).

Article 20 (Basic principles of the Constitution — Right to resist)

(1) The Federal Republic of Germany is a democratic and social federal state.

(2) All state authority emanates from the people. It shall be exercised by the people by means of elections and voting and by specific legislative, executive, and judicial organs.

(3) Legislation shall be subject to the constitutional order; the executive and the judiciary shall be bound by law and justice.

(4)* All Germans shall have the right to resist any person or persons seeking to abolish that constitutional order, should no other remedy be possible.

TOPIC: CONTEMPORARY ISSUES

LESSON 12: Policies of the "New" Country*

LESSON OBJECTIVES: The student will be able to:

- identify several policy issues facing Germany after unification.
- examine opposing viewpoints on policy issues.

MATERIALS AND RESOURCES:

Handout 12.1 "Policy Issues in a United Germany"

ACTIVITIES:

Activity 1
Distribute copies of the issues (Handout 12.1) to students. Have each student select three issues they feel the government should address first. Each student should determine his or her own position on the issues. Provide time for students to find two other students who agree with them on one of the issues. In each group, the students should then discuss why they took the position they did, and share their rationale through a presentation to the class.

Activity 2
Divide the class into nine groups. Assign one issue to each group. Each issue becomes the basis for extensive research, the group monitoring the newspaper for articles related to their topic. The articles could be posted on a bulletin board with students adding to their section as events unfold in Germany.

*This lesson was developed by Dr. Martin Seletzky, Ohio Department of Education, "German Unification--Materials and Lessons."

POLICY ISSUES IN A UNITED GERMANY

The following is a discussion of nine policy issues that will need to be resolved by the newly elected government of Germany.

1. Introduction of Price Controls

The old Communist system proved unable to provide the people in 'East' Germany with a sufficient amount and an attractive variety of good quality consumer goods, but it supplied basic food (bread, milk, etc.) very cheaply, housing at very low rate, and other goods at fixed prices. 'West' German retail stores moved in very quickly when the 'West' German currency was introduced into 'East' Germany. The shelves are now full of Western consumer goods, but there are still far fewer shops than in a 'West' German city and therefore less competition. In many instances, shops and dealers have been exploiting the situation and overcharging people in 'East' Germany. They claim they have to pay more for transportation and distribution than in 'West' Germany. 'East' Germans are confused by the new currency, the wide array of new commodities and the lack of fixed prices. Used car dealers in particular are being accused of giving inexperienced shoppers a bad deal. People are asking for price controls, at least for the first few months, and legislation against profiteers.

What solution would you support and why?

2. Schools: Comprehensive or Tracked?

The educational system in 'West' Germany is a tracked system. At age 11 after completing elementary school, parents, teachers, and students decide which "track" is most suitable for each student. The choices are:

a. The "Gymnasium" or college-bound track which draws about 30 percent of the students. Students attend the "Gymnasium" for nine years until the student is 19;

b. One of two further tracks where students attend for six years until the age of 16. These schools lead to a three year vocational training that involves working four days a week and one day at school.

In addition, there are some "comprehensive" schools that serve all students and that are modeled on the U.S. school system (found particularly in some states of 'West' Germany ruled by the Social Democrats). These schools are often criticized as too egalitarian, "socialist," and not competitive enough. Depending upon the "land" (equivalent to a state in the U.S.A.), one percent to fifteen percent of the students attend "comprehensive" schools. The East German system is a comprehensive one, like U.S. schools. All students attend the same school up to the tenth grade (16 years old) and then choose the education they want to continue (vocational or university).

Should the 'East' German comprehensive system be maintained or should the 'West' German tracked system be used?

Which system would you favor and why?

3. Abortion

In 'East' Germany, the woman alone can decide up to the third month of pregnancy; in 'West' Germany a pregnancy can only be terminated for medical reasons (e.g. if the life of the mother is endangered) or if extreme psychological or social hardships could be foreseen (e.g. eminent danger of suicide). Two doctors must approve the abortion. There has been substantial controversy over this issue and no agreement has been reached. It has been shelved for the next two years. During this period, the old rules remain in force in each part of the country. The party that wins the next election will be able to introduce the legislation it favors.

What view would you favor and why?

4. Relations to Germany's Neighbors

Some people in Britain, France, Poland, and other countries have expressed concern about the unification with respect to a renewal of German military power.

What are your views on this topic? Do you share their concern? What do you suggest doing to alleviate their concern?

5. Confiscated Homes, Companies, Farms, and Land

When people left 'East' Germany (as they did before the Wall was built in 1961 or fled from it after the Wall was built) their companies, homes, etc. were confiscated. The companies became state property, and the homes were often resold to people in 'East' Germany. The families who bought the homes have renovated them and have lived in them for many years. In the meantime, most of the former owners were able to buy new homes and build up new companies in the far more affluent 'West.'

What are your views on this topic? Should the property be returned?

6. Transfer of Wealth

Unification is going to be very costly. The antiquated industries in 'East' Germany are in a sad state. Economists estimate that fewer than one-fourth of the 'East' German companies will survive in the free market of a united Germany. They predict up to 50 percent of the 8.9 million people in the 'East' German work force could lose their jobs. Huge investments will be needed to modernize the industry, rebuild roads, maintain social services, etc. If such developments are to be realized, 'West' Germans will have to pay higher taxes. They already have one of the highest tax rates in the world.

What are your views on this topic?

7. Environment

The former Communist regime failed to deal effectively with environmental issues. The rivers are polluted. Factories and power plants were not equipped with efficient filters and are emitting huge quantities of pollution. Under 'West' German laws, and these now apply to all of Germany, whoever causes the mess has to clean it up. This also pertains to companies that are taken over by another company. The new company has to clean up the mess. Because of the clean-up costs involved, 'West' German companies are hesitating to take over 'East' German companies. Many companies will have to close down in a time when unemployment is increasing rapidly.

What solution would you suggest? Should one forget about the environment at least for the next 10 years and concentrate on creating new jobs?

8. Immigration

Since the opening of the borders to Eastern Europe and the fall of the Wall many 'East' Germans and large numbers of immigrants of German heritage from Poland, the Soviet Union, Romania, and elsewhere have been coming to 'West' Germany in search of jobs, welfare, and freedom (more than a million last year). In addition, 'West' Germany has a liberal law allowing people seeking political asylum to enter the country. There are also many foreign workers in the country, the largest group being three million Turks. The issue of immigration has become and is becoming even more controversial. Some 'East' Germans facing a very high unemployment rate (estimates run up to four million of the 8.9 million in the work force), and some 'West' Germans, especially from lower income groups, feel scarce jobs should be given to them and not to the immigrants and are voicing resentment. Right wing groups are trying to exploit this resentment. Others point out that the immigrants are filling lower paid jobs which most Germans would not accept anyway; most of the immigrants are young and benefit the demographics of an aging population. Germany has a special obligation toward people who suffer political persecution.

What's your view? Would you curtail immigration? ...give preference to Germans?

9. Former Communists

During the Communist regime in 'East' Germany, you usually had to be a member of or at least affiliated with the Communist Party in order to be appointed to a top job. Many people in key positions cannot be replaced easily. Some who refused to join the Communist Party were not promoted or could not apply for these top positions.

What should be done to these principals, teachers, members of university faculties, company bosses, judges, police officers who were members of the Communist Party? What should be done about those that claim they have been treated unfairly because they refused to compromise their principles? Whom would you release? What kind of things should people have to do to maintain their positions? Whom would you promote? On what would you base your decisions? Who should make the decisions? What are your views on these topics?

APPENDIX

COMPARATIVE GEOGRAPHY

The materials in this appendix were developed to assist you in presenting comparative geographic data about Germany, Europe and the United States. The transparency masters on the following sheets allow for the comparison of the United States - a continental power - to Germany, a much smaller country (not quite the size of Montana) that borders on nine other countries and has a population of 78.5 million, approximately one third of that of the United States (248 million).

Suggestions on how to use the transparency masters:

Activity 1

- Put the map of Europe (Master 1) on the overhead projector. Ask your students if they believe Europe to be larger or smaller than the United States; count the votes.
- Superimpose the outline map of the United States (Master 2) on the map of Europe.
- Explain that Europe is larger than the United States, including Alaska and Hawaii (United States = 3,615,202 sq. mi./Europe = 4,063,000 sq. mi.). Europe's eastern border is formed by the Ural Mountains and the Ural River which flows into the Caspian Sea. The population of Europe is 640 million vs. the United States population of 248 million.

Activity 2

- Replace the outline of the United States with the map showing the states of the union (Master 3) superimposed on the map of Europe (Master 1).
- Point out the relative size of your state compared to Germany. Show that it is larger/smaller. Write down the respective square mileage of each on the blackboard.
- Compare your state to the other European countries that are easily identifiable (e.g. Great Britain, Italy, Spain).
- Compare the outline of Germany not just to that of your state but also to some of the larger or smaller states of the union.

Activity 3

- Continue to work with Masters 1 and 2. Ask your students on which latitude they would place the United States in relation to Europe. Shift the overlay of the United States (Master 2) according to the suggestions coming from the class ("higher!" "lower!" etc.).
- Place the map of the United States in the correct position: the northern border of the contiguous United States should come to lie along the 49th parallel which is indicated on the map of Europe by the line of dots stretching in an arc across the center of Europe.
- Show that the United States lies far more to the South than most of the European countries, and that Central and Northern Europe lie above, often far above, the U.S./Canadian border.
- Use a regular wall map of North America to compare latitudes of well-known European cities and United States cities. Compare climates; explain that the Gulf Stream creates this difference.
- Move the outline of the United States along the dotted line. Show how many states then come to lie over the outline of Northern Africa. Demonstrate that, for example, Miami lies about 300 miles south of the pyramids at Gizeh; that Boston lies on a similar latitude as Rome; and that much of the Southwest is on the same latitude as the Sahara.

Activity 4

Put the map of Germany (Master 4) on the overhead projector. Have students identify the countries bordering Germany (there are nine). Using Master 5, have students identify the "Länder" (states) of the Federal Republic. Using Master 6, identify some of the major cities in Germany. Explain that Bremen, Hamburg and Berlin, by way of tradition, are not just cities but also federal states. Give information on population density in the U.S. and in Europe, using a familiar point of reference (e.g. your state).

	Area in Sq. Mi.	Population	Population Per Sq. Mi.
United States	3,615,202	248 million	69.0
Europe	4,063,000	640 million	157.5
Germany	137,788	78.5 million	570.0
Montana	145,388	.8 million	5.5
Your State	(see attached)		

States of the Union in alphabetical order:	Area in square miles	Population	Population per sq.mile
Alabama	50.766	4.062.608	80,03
Alaska	570.833	551.947	0,97
Arizona	113.510	3.677.985	32,40
Arkansas	63.187	2.362.239	37,38
California	156.297	29.839.250	190,91
Colorado	103.598	3.307.912	31,93
Connecticut	4.872	3.295.669	676,45
Delaware	1.933	668.696	345,94
Florida	54.157	13.003.362	240,10
Georgia	58.060	6.508.419	112,10
Hawaii	6.427	1.115.274	173,50
Idaho	82.413	1.011.986	12,28
Illinois	55.646	11.466.682	206,06
Indiana	35.963	5.564.228	154,72
Iowa	55.965	2.787.424	49,81
Kansas	81.783	2.485.600	30,39
Kentucky	39.674	3.698.969	93,23
Louisiana	44.520	4.238.216	95,20
Maine	30.995	1.233.223	39,79
Maryland	9.838	4.798.622	487,76
Massachusetts	7.826	6.029.051	770,39
Michigan	56.959	9.328.784	163,78
Minnesota	79.548	4.387.029	55,15
Mississipi	47.234	2.586.443	54,76
Missouri	68.945	5.137.804	74,52
Montana	145.388	803.655	5,53
Nebraska	76.639	1.584.617	20,68
Nevada	109.895	1.206.152	10,98
N. Hampshire	8.992	1.113.915	123,88
New Jersey	7.468	7.748.634	1037,58
New Mexico	121.336	1.521.779	12,54
New York	47.379	18.044.505	380,85
North Carolina	48.843	6.657.630	136,31
North Dakota	60.299	641.364	10,64
Ohio	41.004	10.887.325	265,52
Oklahoma	68.656	3.157.604	45,99
Oregon	96.187	2.853.733	29,67
Pennsylvania	44.892	11.924.710	265,63
Rhode Island	1.054	1.005.984	954,44
South Carolina	30.207	3.505.707	116,06
South Dakota	75.956	699.999	9,22
Tennessee	41.154	4.896.641	118,98
Texas	262.015	17.059.805	65,11
Utah	82.076	1.727.784	21,05
Vermont	9.273	564.964	60,93
Virginia	39.700	6.216.568	156,59
Washington	66.512	4.887.941	73,49
West Virginia	24.124	1.801.625	74,68
Wisconsin	54.424	4.906.745	90,16
Wyoming	96.988	455.975	4,70

The United States and the German-speaking countries: A comparison

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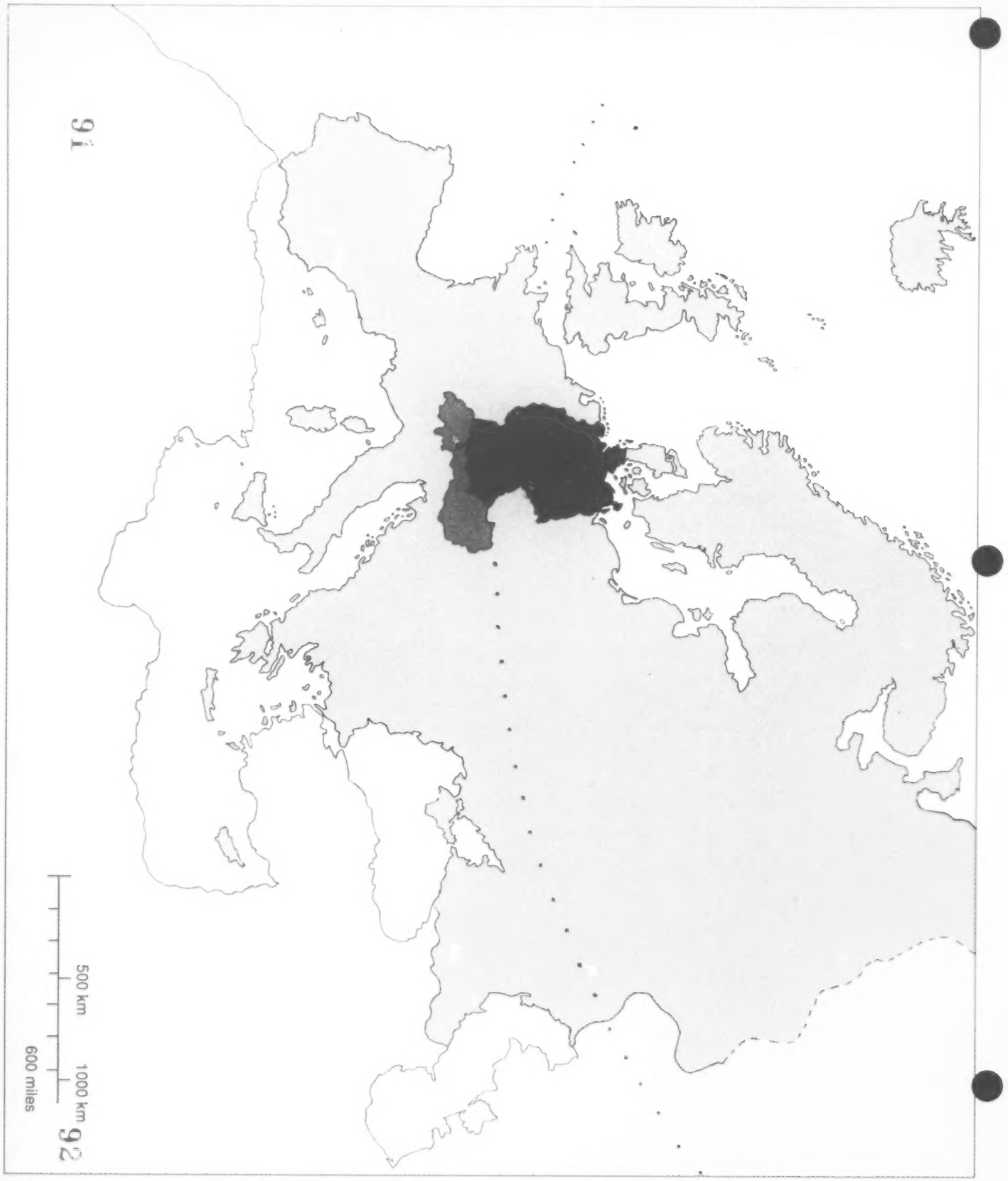

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The United States and the German-speaking countries: A comparison

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The United States and the German-speaking countries: A comparison

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The German-speaking countries and their neighbors

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Germany: The Bundesländer

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Germany: Major Cities

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The German-speaking countries and their neighbors

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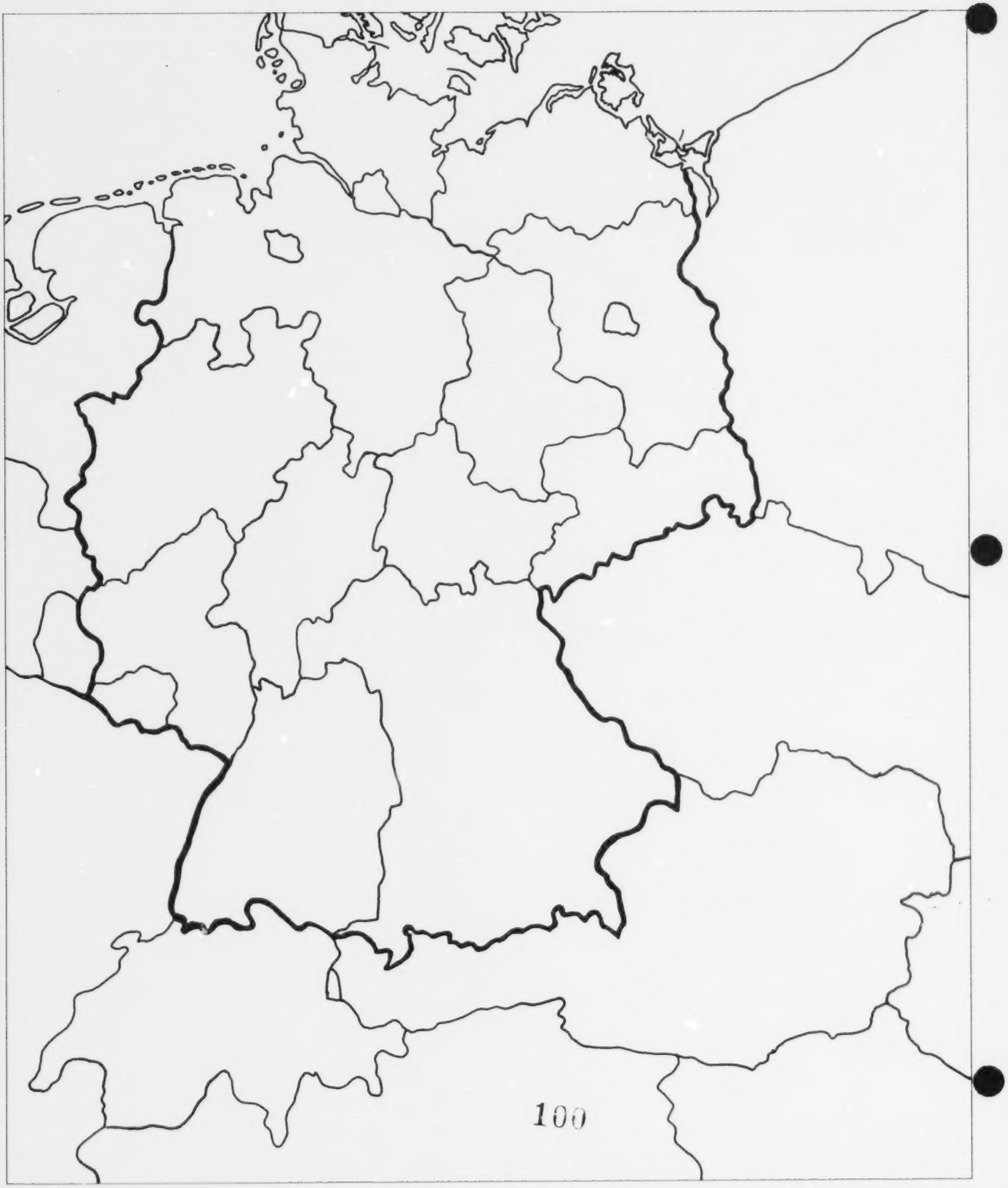

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